**SEX & THE CAMPUS**

Our sex column is back! Check out Kate Ciepliciki's first article on **page 9**.

**THE LOST ORCHARD**

See **page 11** for an interview with Jo Pitkin K'78, founder of *Red Weather*.

**TEACH FOR AMERICA**

Are recent college graduates ready to teach? Bonnie Wertheim '14 answers on **page 6**.

# THE SPECTATOR

Thursday, April 3, 2014

Volume LIV Number 20


# Journalist Dickey to deliver Commencement address

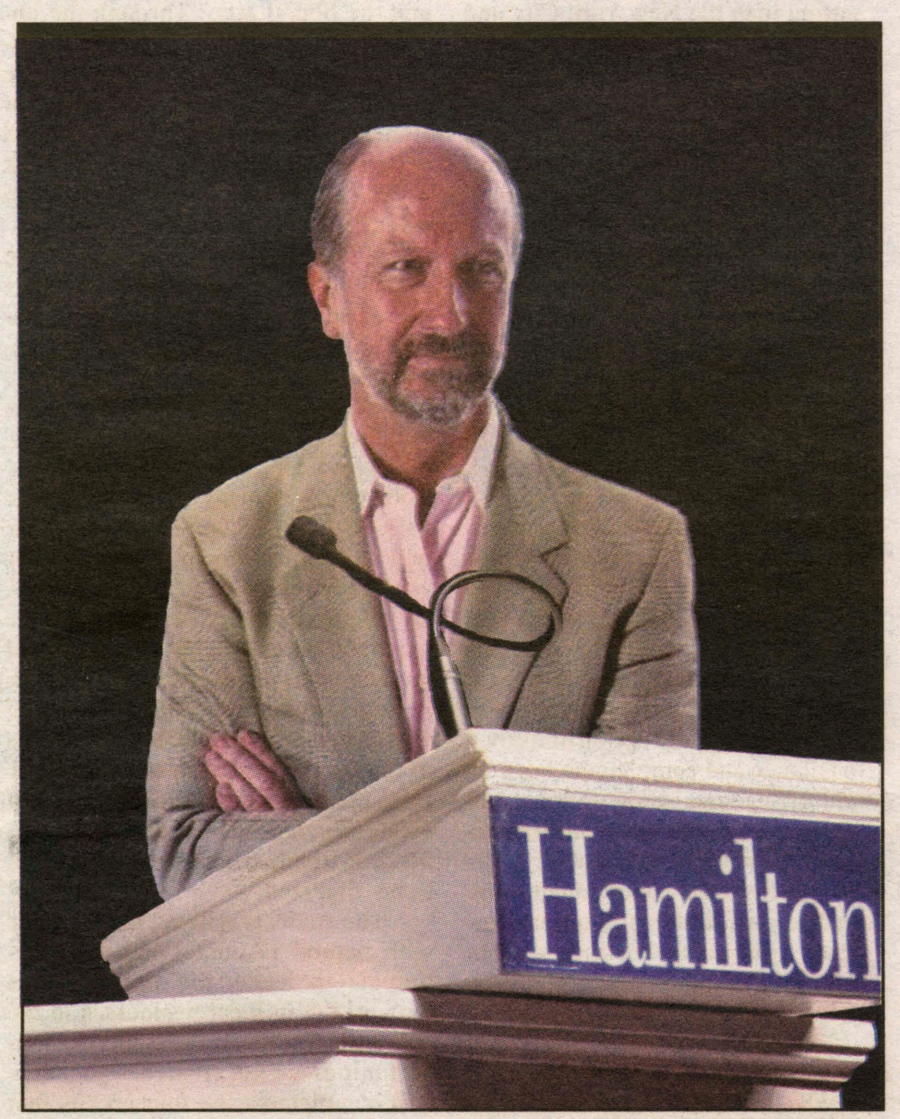

PHOTO ILLUSTRATION BY BONNIE WERTHEIM '14

**Christopher Dickey, foreign editor of *The Daily Beast*, will give the Class of 2014 Commencement address.**

**by Kaitlin McCabe '16**
*Editor-in-Chief*

Hamilton College's mission as a liberal arts institution is to provide an educational experience that fosters the development of students within a democratic world of intellectual and cultural diversity. Its very motto of "Know Thyself" emphasizes each member of its community's individuality and uniqueness and in doing so, promotes a belief that just as there is not a definitive 'Hamilton student experience'—there is not a single perspective through which its students must see and aspire to change the world. The selection of speakers for the Class of 2014 Commencement reflects the College's belief in effecting change across a variety of platforms and in diverse ways.

On Sunday, May 25, at 10:30 a.m., in the Margaret Bundy Scott Field House, award-winning author and acclaimed journalist Christopher Dickey will deliver the Commencement address at Hamilton College in the Margaret Bundy Scott Field House. Dickey is currently the foreign editor for *The Daily Beast*. Prior to his current position, he notably served as the Cairo bureau chief and Central America bureau chief for *The Washington Post* and as the Paris bureau chief and Middle East editor for *Newsweek*. Throughout his journalistic career, Dickey has contributed to a variety of publications, including those as well known as *Vanity Fair*, *The New Yorker*, *Rolling Stone*, *The New York Review of Books* and *The New Republic*. His involvement in the media extends beyond print journalism; specifically, he is a frequent commentator on BBC World, France 24, Al Jazeera English, CNN, MSNBC and National Public Radio, as well as other television and radio networks. He is a member of the Overseas Press Club of America, the Anglo-American Press Association of Paris and the Council on Foreign Relations, where he was formerly an Edward R. Murrow Press Fellow.

Dickey's extensive resume, however, is not limited to journalism. He is also the author of several critically acclaimed books, including *With the Contras: A Reporter in the Wilds of Nicaragua*; *Expats: Travels from Tripoli to Tehran*; *Innocent Blood: A Novel*, and *Summer of Deliverance: A Memoir of Father and Son*. Simon & Schuster published the sequel to *Innocent Blood*, *The Sleeper*, in 2004. *Securing the City: Inside America's Best Counterterror Force—the NYPD*, was published in 2009 and chosen by *The New York Times* as one of the notable books of the year. His history of intrigues on the eve of the American Civil War, *The Charleston Consul*, will be published by Crown in 2015.

In May, the College will award Dickey with an honorary degree. Deborah Bial, the founder and president of the Posse Foundation, and Thomas Schwarz '66, the current president of Purchase College, will also receive honorary degrees.

*see* **Dickey**, *page 3*

# Capital Cities for C&C

**by Max Schnidman '14**
*News Contributor*

Indie Pop duo Capital Cities, whose single "Safe and Sound" reached #1 on Billboard's Alternative 100 Chart and #8 on the Billboard Hot 100 Chart, will headline this year's Class & Charter Concert, according to a tour date listed on the Capital Cities website.

The duo's performance will be part of the Campus Consciousness Tour, which seeks to motivate students toward greater awareness of and action toward environmental issues. The Campus Consciousness Tour came to Hamilton in the fall, when Grouplove performed.

Capital Cities is comprised of Ryan Merchant and Sebu Simonian, who met on Craigslist in 2011, after which they released their debut EP, *Lazy Hooks*. They signed with Capitol Records in 2012, they released their debut album, *In a Tidal Wave of Mystery*, in June 2013. The album received positive reviews from Allmusic and Gigwise, and is particularly notable for its heavy use of synth trumpets. *In a Tidal Wave of Mystery* reached #8 on the Billboard 200 and its lead single, "Safe and Sound," was certified double platinum by the Recording Industry Association of America, selling over 2 million copies.

Scavenger Hunt will open for Capital Cities during the Class & Charter Concert. They are an indie band with an electro-pop sound formed in Los Angeles, and are releasing their first EP in April. Their debut single "Lost" has received acclaim from various Indie blogs and has started appearing on college radio, including the University of Pennsylvania's WXPN.

This represents the second consecutive year of Hamilton acquiring a renowned artist for the Class & Charter Concert, with last year's widely-praised performance by Macklemore & Ryan Lewis coming not long after "Thrift Shop" and "Can't Hold Us" dominated the airwaves, becoming the 1st and 5th most popular songs of 2013 on Billboard's Hot 100 year-end list.

The Class & Charter Concert will take place on May 9 at 4 p.m. on the Turf Field. The Field House will serve as the rain site.

PHOTO ILLUSTRATION BY BONNIE WERTHEIM '14

**Capital Cities's EP, *Lazy Hooks*, features Merchant and Simonian sporting sunglasses similar to those which Alexander Hamilton wears above.**

# Hamilton announces partnership with edX

by Phoebe Greenwald '16
*News Contributor*

Hamilton College prides itself on being a small liberal arts institution that offers students a variety of opportunities to interact with professors on a personal level. In fulfillment of its mission to promote education in all its forms, Hamilton College recently joined the online learning platform, edX.

The platform offers interactive classes taught by professors at the world's leading universities and colleges. It is a nonprofit service co-founded by Harvard University and MIT. The site offers real classes, which students can take at their own convenience and at no cost. The registration process is quick, simple and completely free. Essentially, edX makes college-level education accessible to anyone with a computer. Coursework is progressive and classes have set deadlines for essays and exams, much like traditional college classes.

Although most edX courses are taught in English, some are also taught in Chinese and French. EdX is currently working to incorporate more multi-lingual classes into its curriculum in order to further increase education accessibility.

However, edX courses are not credit-bearing. Therefore, students do not receive an official transcript. Likewise, completing edX courses does not result in a traditional Bachelor of Arts or Bachelor of Science degree, though students can still receive certificates for individual classes. Students can also receive "XSeries" certificates, which indicate the completion of a series of classes. XSeries certificates demonstrate expertise in a specific subject area, in the way that a traditional major or minor might.

On a global scale, edX offers a new medium for advanced learning in a world where education is becoming increasingly expensive and inaccessible. Virtually anyone can register and benefit from the world's best educators. This means that one class might be composed of students from Pakistan, Honolulu or Florida, from a range of backgrounds.

"There is considerable geographical diversity in MOOCs [Massive Open Online Courses] that we can never have at Hamilton," explained Vice President for Libraries and Information Technology Services Dave Smallen. "Generally hundreds of learners are international students. There might be opportunities for our students to interact with the international perspectives of students in MOOCs, for example by serving a monitors for online discussions."

This means that Hamilton's "classroom experience" will not disappear with the advent of edX. Students can actually interact on edX with peer-to-peer social learning tools, such as class-specific forums. As a result, the Hamilton learning environment will continue to promote teamwork and social learning, even in the digital realm.

Hamilton currently plans on offering two classes through edX. The specific classes are still undetermined, but they will likely include one course in the humanities and another in quantitative and symbolic reasoning. This means that Hamilton professors will have the chance to share their on-campus pedagogy with the world and allow Hamilton as a whole to get involved in the development of online learning. Students will also have the opportunity to get involved with edX as workers. Smallen explained, "Students working with edX faculty will become research and teaching partners as they help monitor discussion forums and develop interactive exercises that will be part of the offerings."

With these courses, students across the globe can experience a Hamilton College education. EwdX gives Hamilton students and faculty the chance to share their passions with the rest of the world.

# New program to study "abroad" in the Adirondacks

by Sarah Rahman '16
*News Contributor*

A new off-campus study program has been approved for Fall 2015 in the Adirondacks. Hamilton's third option for off-campus study within the U.S., the Adirondacks Program will feature a less urban setting than the New York City and D.C. programs, and enable students to explore community, ecology and natural resources for one semester. Four credits counting toward graduation will be awarded to students participating in the program, and are distributed in a way similar to those in the New York City and D.C. programs with two seminars, an independent project and a field component.

Visiting Assistant Professor of English and Creative Writing Janelle Schwartz originally proposed this idea to Dean of Faculty Pat Reynolds. Schwartz began executing it almost two years ago after considering Hamilton's "successful study abroad programs in cities like Madrid, Paris and Beijing." She explained, "What I realized was that all of these programs are urban-centered." She thought it would be important for Hamilton to offer "a rural study option of its own to balance and complement our current off-campus study options, and with rigorous curricular and experiential learning investments."

After speaking individually with faculty, staff, administrators and students, enthusiasm for the program increased, and she was more "driven to make it happen!"

Often labeled as a "backyard resource," the proximity of the Adirondacks to the College and its own connections to the Park would give students the opportunity to learn from and contribute to the Adirondacks in different ways. Students would be able to study ecological, economical, political and cultural issues in a way that could work to extend local issues to larger global implications. Schwartz explained, "It will offer students an opportunity to learn intensively, interdisciplinarily and experientially about the nature of place and place-making through stewardship and the liberal arts." Through the immersion of natural and human environments, the Adirondacks would create a promising learning environment for students, enriching their study abroad experience in a different way than what urban centered programs are likely to offer.

With a rigorous curriculum and an academic setting in the natural wilderness, the new program will offer students a different and exciting experience. Like the New York City and D.C. programs, an alternating Hamilton faculty member will serve as program director for a semester in the Adirondacks. In keeping with many of the Adirondack Park's resources, an intensive seminar will be taught by the program director as part of the curriculum. Additionally, an interdisciplinary seminar will be taught by several faculty members and include guest speakers from the Park. A field component of the curriculum will engage with practical applications of the theories being taught, while the final component requires students to create an independent capstone project. Student living arrangements have yet to be finalized.

The students will not only engage with natural resources but also participate in leadership opportunities by working in local businesses in the Adirondacks. While the leadership opportunities are not credit bearing, they will complement the four credits that count toward graduation by helping students extend practices of stewardship and sustainability. The program will begin in Fall 2015.

# Campus Safety Incident Report

In an effort to increase Campus Safety's transparency and draw attention to students' dangerous and destructive behaviors, *The Spectator* will publish a selection of the previous weekend's incidents each Thursday. The entire report is available in the online edition of *The Spectator*. Both Campus Safety and *The Spectator* will use their discretion regarding what is published.

**Friday, March 7, 2014**

2:27 a.m. Smoke Detector Activation – Griffin Road Apartments

8:17 a.m. Freon Alarm Activation – Sage Rink

9:59 a.m. Parking Complaint – Glen House

3:04 p.m. Motor Vehicle Accident – Off Campus

4:30 p.m. Parking Complaint – Saunders House

5:20 p.m. Motor Vehicle Accident – Off Campus

6:08 p.m. Suspicious Incident – Sadove Student Center

6:51 p.m. Motor Vehicle Accident – Dunham Parking Lot

7:42 p.m. Smoke Detector Activation – Babbitt Hall

10:17 p.m. Medical Emergency – Campus Safety Office

11:05 p.m. Mechanical Issue – Root Farmhouse Apartments

**Saturday, March 8, 2014**

1:41 a.m. Noise Complaint – McIntosh Residence Hall

3:06 a.m. Medical Emergency – Residence Hall

3:24 a.m. Criminal Mischief – Kirner Johnson Circle

5:43 p.m. Criminal Mischief – Eells House

10:10 p.m. Area Check – Major/McIntosh/Minor Lot

11:20 p.m. Medical Emergency – Residence Hall

**Sunday, March 9, 2014**

12:12 a.m. Medical Emergency – Fillius Events Barn

1:06 a.m. Disorderly Conduct – College Hill Road

1:33 a.m. Marijuana Complaint – Milbank Hall

3:15 a.m. Disorderly Conduct – 4002 Campus Road

# Student volunteers return from ASB trip to Nicaragua enriched

by Katharine Fuzesi '17
*News Writer*

Over spring break, a group of 10 Hamilton students and two faculty members traveled to Nicaragua to work at the Green Hope Farm just outside San Ramon. The Global Volunteers Alternative Spring Break (ASB) trip was Hamilton's first international service trip. The trip was the culmination of two years of planning by Emily Rubenstein '16, Maggie Doolin '14 and Director of Outreach and Orientation Amy James.

The Green Hope farm is an organic shade-grown coffee farm. Residents of the region usually live in small, semi-permanent or permanent houses with outdoor latrines, but the students lived in cabins on the farm which had "amenities like an indoor toilet, showers and absolutely delicious meals," Doolin said. There is often no running water or electricity outside of major cities and towns.

The group participated in various tasks around the farm. According to Doolin, the group worked on trail maintenance, "including mucking out a water-fall, picking up debris from the rainy season and moving the remnants of a recently cut down tree," and "digging holes for the banana plants, filling small seedling bags with dirt for the next generation of coffee plants and working with kids at the local school."

Doolin said the group worked very well together.

"I'm extremely proud of how everyone handled the culture shock. We were all so into the 'be here now' mentality that I think we are all having a hard time adjusting back to school after such an eye-opening experience. I look forward to hearing about the Global Volunteers trips of the future and seeing how well groups do."

The group found that, even in the face of poverty and struggles, the people of Nicaragua were warm, friendly, happy, and hardworking. Njideka Ofoleta '16 added, "The woman who ran the collective, Maritza, was an amazing woman who spoke of single motherhood in a patriarchal society…It was inspiring to hear her story of independence."

All the participants reported that the ASB trip was a life-changing experience. Bryan Ferguson '17 recounted, "After having done it, after having met the people, heard their stories and felt some of their struggles, I feel not dismayed but rather empowered, empowered to return to Nicaragua, to travel to other countries to do more volunteer work and to change the way I live my life with greater appreciation for all it has to offer."

PHOTO COURTESY OF EMILY RUBENSTEIN '16

**The Alternative Spring Break group poses together in Nicaragua.**

## Meet the Class of 2018 Admits!

*On Thursday, March 27, the Hamilton College Office of Admissions released admissions decisions for the Class of 2018.*

**5,071** applications received

**1312** admitted*

**26%** identify as Black, Hispanic/Latino, Asian, Native American or Multiracial

**5%** international citizens

**47** states represented**

**40** countries represented

***This marks the lowest number of admits since 1982.**
****There are no admits from Ala., N.D. or Wyo.**

# Dickey, Bial, Schwarz and Cash to receive honorary degrees

*from Commencement, page 1*

Bial's Posse Foundation, a nonprofit organization with a mission to increase student diversity at selective U.S. colleges, was formed in 1989 after Bial, a former youth leadership program worker in New York City, overheard a young student say, "I never would have dropped out of college if I had my posse with me."

The foundation both identifies and recruits urban public high school students who have demonstrated leadership in their high schools and sends them in groups—or "posses"—to elite colleges and universities across the nation. Today, more than 5,500 Posse scholars have been awarded $670 million in four-year, full-tuition merit scholarships from the organization's 51 partner institutions, such as Hamilton College. The College began its partnership with the organization in 2001, when it enrolled its first posse of students from the Boston area. Since that time, Posse has fulfilled an integral role in Hamilton's community and even expanded in 2010 with the enrollment of 10 students from Miami in the Class of 2014.

In 2007, Bial received a "genius award" fellowship from the John D. and Catherine T. MacArthur Foundation for her work with Posse.

Thomas J. Schwarz '66 is the fifth president of Purchase College, State University of New York. Since joining Purchase in 2002, Schwarz has fulfilled various goals to improve areas of the college community. Specifically, during his tenure, both retention and graduation rates have improved, the endowment has increased, the campus has added new residences and a new Student Services building, and foreign programs have expanded.

Prior to joining Purchase, Schwarz earned a bachelor's degree in economics at Hamilton College and a law degree, cum laude, from Fordham Law School, where he was an editor of *The Fordham Law Review*. Following graduation, Schwarz became a partner at the law firm of Skadden, Arps, Slate, Meagher & Flom, where he served as the national practice leader of the Litigation Department and was the founding partner of the firm's Committee on Diversity. In 1998, the Legal Aid Society presented him with its Pro Bono Award in 1998. He is also a recipient of the Leonard Manning Award from the Fordham University Alumni Association Law Review, which recognizes a distinguished alumnus for significant career achievements.

On the Hill, Schwarz joined the College Board of Trustees in 1987. In 1999, he served as Hamilton's acting president, during which time he worked to improve administrative and operational functions and to secure increased private and grant funding.

Singer and songwriter Rosanne Cash, who will receive an honorary degree from the College in December 2014, will offer the Baccalaureate sermon on Saturday, May 24, at 3 p.m., in the Field House. Cash was born in Memphis, Tenn., the eldest child of Johnny Cash and Vivian Liberto. After her parents separated, she lived with her mother in Los Angeles. Her father went on to marry singer June Carter, who also had an influence on Rosanne's musical path. After high school, Cash joined her father and stepmother's road show, and became a soloist.

Before starting a full-time career in music, she studied drama at Vanderbilt University and at the Lee Strasberg Institute in Los Angeles. Over the past 30 years, the pre-eminent musician has recorded 12 albums and has had 11 #1 singles that have intersected the artistic genres of country and rock and roots and pop. Her original songs have received acclaim for their highly personal nature and universal appeal.

Cash's most recent album, *The List*, was released in the fall of 2009. Its songs were selected from a list of 100 great American songs given to her by her father when she was 18 years old.

In addition to writing music, Cash published a collection of short stories called *Bodies of Water* in 1995 and a children's book, *Penelope Jane: A Fairy's Tale*, in 2000. Her essays and fiction have appeared in various collections and publications, including *The New York Times*, *Rolling Stone*, *Time Magazine*, *The Oxford American* and *New York Magazine*. This August, Viking will publish Cash's memoir, *Composed*.

The public and personal successes of these particular individuals will no doubt inspire both graduates and fellow members of the Hamilton community to look beyond customary paths in life and to pursue their intrinsic passions to find happiness and fulfillment.

# Richard Nelson '72 delivers Tolles Lecture

by Lauren Lanzotti '14
*News Contributor*

For the past few years, there has been a buzz about the visual and performing arts departments in anticipation of the new studio and performing arts building. With the grand opening just around the corner, the theatre department was excited to bring Richard Nelson '72 to the Hill as the Winton Tolles Lecturer on Tuesday, March 11 to discuss the topic of the peculiar nature of theatre. Nelson's goal was not to validate the importance of the arts, however. Rather, he came to the Hill to explain why art should never have to be validated.

Richard Nelson is one of the most celebrated playwrights of the day, having written the Tony Award-winning book for James Joyce's "The Dead," the Olivier Award-winning "Goodnight Children Everywhere" and, most recently, the critically acclaimed "Nikolai and the Others," which debuted at Lincoln Center last May. Having such an accomplished alumnus as the Tolles speaker this year was truly a pleasure for the theatre, English, and creative writing departments.

Professor of Theater Studies and English at Yale University Marc Robinson '84 introduced Nelson as a playwright who has a great appreciation for other artists. He spoke of Nelson's use of other artists' work within his plays and explained to the audience that "Nelson finds equivocal characters, who are themselves actors, to be the most interesting and expressive on stage." Nelson's plays are filled with artistic characters ranging from acting instructors to novelists, and it is clear in both his plays and his lecture that Nelson holds these creators in high regard.

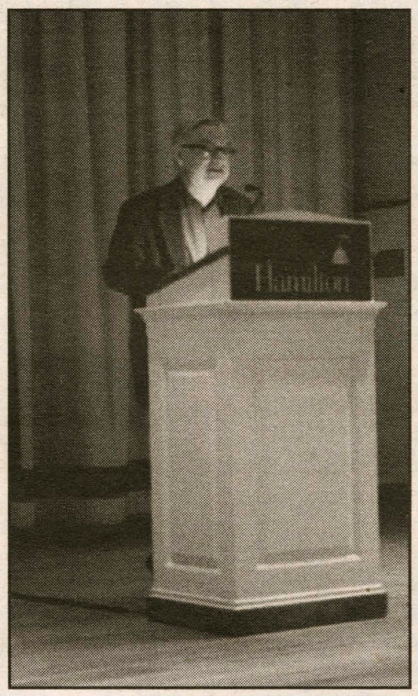


PHOTO COURTESY OF HANNAH LIFSET'14

**Richard Nelson '72 spoke about his philosophy of theatre for this year's Tolles Lecture.**

Nelson explained to the audience that when he was first asked to be the Tolles lecturer, he assumed that the theatre department wanted a lecturer who would give a special purpose to the new performing arts center. "Why build a new theatre now when money could go elsewhere to seemingly more lucrative work?" Nelson asked his audience. "I assumed I was being asked here to give credibility to this new theatre. Then I realized that I was here to talk about why the theatre matters to me, not why it matters to Hamilton."

Nelson acknowledged that theatre has evolved over time as technology has changed, but he stated that he ultimately believes that theatre has a peculiar nature or essence that cannot be changed. "If we can define this 'peculiar nature' of theatre, then we can discover why theatre has lasted so long and why it matters so much," Nelson explained. "The theatre is the only artistic form that uses the entire live human being as its expression. Nothing between them and us. As long as we have this equilibrium, theatre will find its way back."

Many audience members were intrigued by Nelson's decision to speak through the parables of his characters, using their voices to express his own views. He repeatedly quoted characters from "Nikolai and the Others" and "Goodnight Children Everywhere," including some choice messages like, "A theatre by nature is full of strangers," and "A theatre building by itself is nothing."

Nelson clearly has a great appreciation for art in all of its forms, as demonstrated by his claim, "Art shouldn't prove anything or have an ultimate goal other than being art." He encouraged the Hamilton community to look at art morally rather than economically.

The National Endowment to the Arts requires justification for projects on its funding applications, which specifically asks, "What can art give back?" Gradually, society is viewing art and theatre as economic enterprises, and Nelson believes this is stripping art of its purpose. "Art shouldn't need to justify itself as an engine for anything," said Nelson. "It's taken me some time to arrive at this, but I now realize that the purpose and place of the art itself is distorted in justifying art for things that it does not justify to make paying an artist seem fair to the rest of the community."

In addition to his thoughts on art and its purpose, Nelson spoke briefly on the responsibility of playwrights, directors and actors alike to foster a relationship with the audience within the theatrical space. He addressed professors and students in the audience, urging them to continue their training so as to strengthen this relationship.

Though Nelson came to Hamilton resolved not to justify the new facilities, by the end of the evening, he had left his audience with an explanation of the importance of academic theatre. He left his audience with the final thought, "Theatre is not a building or style or political platform or entertainment or escape. Theatre, at its essence, is an intimate human relationship between the actor representing playwright and the audience. It is where we may finally gain the knowledge of our souls."

# Six students awarded public speaking prizes

by Shannon O'Brien '15
*News Editor*

"When I speak about anything, I try to make it something I am passionate about," Catie Cooper '15 said of her award-winning speech given at this year's Public Speaking Competition. After a preliminary round, the final round of the Public Speaking Competition took place on March 8 in the Chapel. Seventeen students advanced to the final round during which a compilation of faculty, staff and alumni judges awarded six prizes to students with the most persuasive, articulate and compelling speeches.

Prizes were awarded in three categories. Madison Kircher '14 won the Clark Prize, which assigns a specific speech topic for students to address, this year's being about water. Entitled "Not a Drop to Drink: Coca-Cola and the Fight for Water in India," Kircher's speech discussed Coca-Cola bottling plants in conjunction with water rights violations in India.

Kircher also won the McKinney Prize for the Class of 2014. Awarded to one student from each class year, the McKinney Prize recognizes the best 5-8 minute persuasive speech. Kircher's McKinney speech, "A Novel Idea: Literary Fiction and Social Perceptiveness" argued that reading fiction improves one's ability to understand another's emotions. A *New York Times* article from last fall inspired her speech.

Catie Cooper won the McKinney Prize for the Class of 2015 with her speech, "A Battle of the Best" regarding the transformative effect that sports have on players as well as viewers. Cooper has participated in the Public Speaking Competition in the past, but she "made a point to prepare and work especially hard for this year's competition," explaining that preparation is truly the key to speaking clearly and effectively in the competition, especially when nervousness takes control. "No matter how many times you speak in front of an audience, the nerves never go away," said Cooper. "That's always the hardest part for me, because not only are you working to present a clear and concise speech, but you are also battling all the symptoms of nerves."

The McKinney Prize for the Class of 2016 went to Porshai Rivera for her speech, "Take a Chance on Thug," which called for the audience to consider the position of "at-risk" youth with empathy rather than criticism. Rivera decided to participate in this year's Public Speaking Competition after taking a public speaking class with Professor Helmer of the oral communications department.

Rivera's in-class skills certainly translated successfully in the competition, especially through the passion with which she delivered her speech. "My speech is my life," explained Rivera. "I grew up in Boston and have seen the negative effects of poverty, drugs and violence on youth." Rivera aimed to humanize "thugs," explaining that the "thug" environment is oftentimes the greatest barrier to breaking cycles of poverty and violence. Rivera argued that for youth to be successful in America, opportunities need to be provided for everyone, "especially the youth who typically do not get opportunities, like Blacks and Latinos. Youth like me."

Hady Hewidy, recipient of the McKinney Prize for the Class of 2017, also delivered a passionate speech for the competition. "I had a message that I thought was worth delivering," said Hewidy of his speech, "All Are Terrorized." His speech examined the "excessive use of force and indiscriminate killing" in the war on terrorism. Arguing that governments involved in the so-called war on terrorism have only spread more fear and violence, Hewidy aimed to discount the concept that "the end justifies the means."

The Warren Wright Prize in informative speaking was awarded to Will Schoder '14 for his speech, "Lasting Debates about Youth in American Gay Rights," which analyzed perceptions of and historical myths surrounding the gay community in relation to youth. Schoder has never participated in the Public Speaking Competition before this year but has been involved in stand-up comedy and theatre, making him comfortable in front of an audience. "I was looking to take part in something I haven't done before I graduate," explained Schoder.

Besides delivering articulate, convincing, and informative speeches, the award recipients certainly demonstrated their own bravery and passion as individuals. Rivera admitted that she wrote the word "passion" at the top of each sheet of her speech, asserting, "No matter how uncomfortable it could make my audience, I had to express myself." Other competitors also mentioned the challenge of persuading the audience on stances concerning sensitive issues. However, as Kircher noted, "There is no wrong speech topic." While many competitors look "for a topic that seems lofty or highly academic," explained Kircher, "it's more important to pick something that genuinely interests you, because if you're interested, it's more likely your audience will be, too."

## Student Assembly Update

### SA discusses increase in campus vandalism

by Brian Sobotko '16
*News Editor*

Student Assembly discussed possible remedies to an increase in vandalism on campus over the last few weeks. Within the semester people have ripped a bathroom stall door down, punched a hole through a wall in Sadove, painted on the third floor resource room cabinets and egged KJ and a Campus Safety vehicle in addition to other building damage.

SA proposed the increased use of video cameras and Campus Safety patrol, specifically in Sadove, which appears to be a target of vandalism while people wait for the Jitney to arrive. SA also advocated for increased student accountability, and for students to state their displeasure about the culture of vandalism and report any instances that they witness.

# Commencement about more than big-name speakers

The long-awaited commencement news has arrived (see our cover story). Journalist and author Christopher Dickey will give the commencement address, and musician Rosanne Cash will give the baccalaureate address. The College will also bestow honorary degrees on Posse Foundation founder Deborah Bial and lawyer Thomas J. Schwarz '66.

To put it frankly, the selection of Dickey for commencement speaker will leave many asking, "Who?" While students might recognize Dickey's name from a lecture he delivered a few weeks ago about policing in a post-9/11 America, no would consider him a household name. Compared to the selection of Hillary Clinton for a Sacerdote Great Names Series speaker in October, Dickey may seem like a letdown.

However, to judge a commencement speaker solely on their lack of brand recognition is unfair. For one, having a great name does not always result in giving a great address. Dickey, moreover, brings a perspective vastly different than that of Hamilton's previous two commencement speakers--Thomas Tull '92 and A.G. Lafley '69--both of whom found success in business and, not coincidentally, sit on the College's Board of Trustees. By contrast, Dickey, who was born and raised in the American South, wrote a wide range of articles and books from Managua, Cairo, Paris and Tehran over the course of his journalistic career. In a globalizing world, where Hamilton students will likely find themselves constantly uprooted, Dickey's message should be both relevant and welcomed.

The inclusion of Cash, Bial and Schwarz in Hamilton's ceremony is also commendable. As the daughter of highly influential Johnny Cash and a prominent artist in her own right, Cash might have the most name recognition of any person at Hamilton's commencement; she will make an excellent leader for Saturday's baccalaureate ceremony. Additionally, *The Spectator* applauds the honorary degrees granted in honor of Bial and Schwarz's impressive accomplishments in their respective educational and legal careers, two fields that are popular for Hamilton students.

Despite all of these positive aspects of the commencement decision, the planning for Hamilton's commencement can use improvement. Student input for the commencement speaker, a perennial concern of *The Spectator*, has improved over the years. Yet, given the magnitude of the event, the committee who chooses the speaker, which primarily consists of Board of Trustees members, should still involve more students. Additionally, commencement could use a greater diversity of speakers: of the last 10 commencement speakers, nine have been white, eight have been men and eight have made their name in business or politics.

Nonetheless, it is important to step back and remember that Commencement is about much more than just a speaker and a ceremony. It is about celebrating the past and future accomplishments of a remarkable group of 500 individuals. While the Class of 2014 may or may not remember the words spoken to them during this significant event, they will always remember the friends they made and ideas they shared over their career at on the Hill. And when the caps are thrown in the air, we think that's really what matters most.

***The Spectator* editorial represents the opinions of the majority of the editorial board. It is not necessarily unanimously agreed upon.**

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*The Spectator's* Letter to the Editor section is designed to be a forum for the entire Hamilton community to discuss and debate campus, local, national and global issues. Pieces published in the section express the opinion of the individual writers and are not necessarily the opinions of *The Spectator*, its editors or the Media Board.

Letters to the Editor are welcome from all students, alumni/ae, faculty, friends of the college and Hamilton community members.

*The Spectator* has the following policies for submission:

1. Submissions are due by 10:00 p.m. on the Monday before publication. The editors reserve the right to refuse any late submissions.
2. Letters should be no longer than 500 words. The editors reserve the right to cut off letters at 500 words.
3. Letters submitted anonymously will not be printed.
4. The Spectator reserves the right not to publish any letter it deems inappropriate for publication.
5. If a piece is determined to be libelous, an unwarranted invasion of privacy, or an unnecessary and/or unwarranted ad hominem or personal attack, it will not be published.

## About Us

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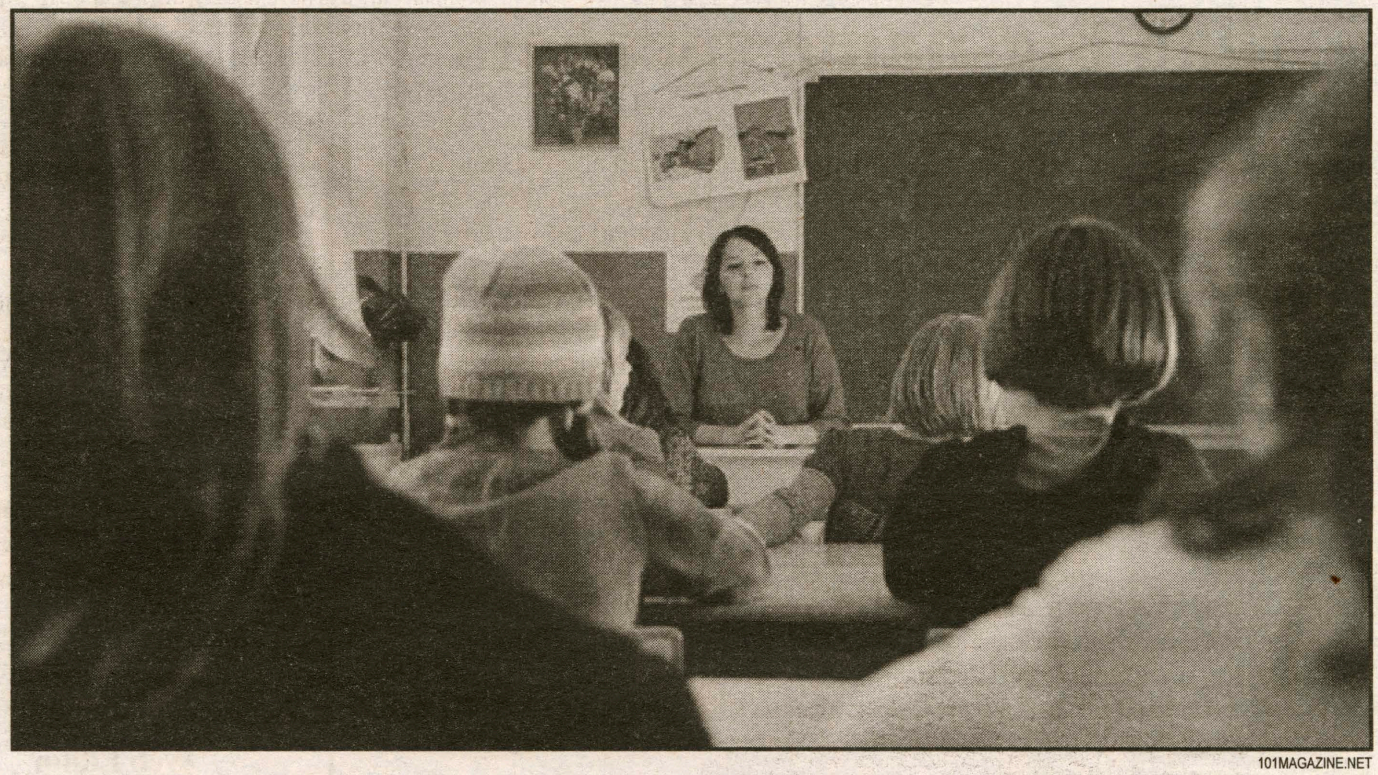
# Experience prepares teachers, not training

by Bonnie Wertheim '14
*Editor Emeritus*


101MAGAZINE.NET

**Since its founding, Teach for America has been criticized for placing minimally trained college graduates in disadvantaged public school classrooms.**

During the fall semester, I received a handful of emails from a Derek Lombardi, urging me to meet in Opus 1 to talk about Teach for America (TFA). TFA, a nonprofit organization that selects recent college graduates to teach at schools in low-income areas, seeks to recruit students who have demonstrated leadership on their campuses. Despite Mr. Lombardi's inclusion of personal details, like my name and a nod to my involvement with *The Spectator*, the emails set off my form letter detectors. I knew I wasn't unique in receiving his outreach notes.

Since entering college, I'd heard my fair share of criticism about TFA. Friends and news websites had criticized the program for placing ill-prepared graduates into public school classrooms that, in truth, need increased funding more than anything. Additionally, I'd heard people argue that by the time corps members learned how to navigate their classrooms, their two-year contracts were close to ending. And most decide to pursue other opportunities after their two years of teaching. A 2011 study by *Education Week* revealed that 56.4 percent of corps members opt to leave the schools where they were placed after their two years are complete.

For many, dissatisfaction with the program stems from the fact that it offers only the most basic training to new teachers. TFA provides its corps members with five weeks of preparation through what the organization calls its Summer Institute. Foxfire Buck '12 explained that the five-week Institute is a "crash course," providing people who have never created lesson plans or led entire class sessions how to command the attention of a room of young students.

"It's impossible to be prepared for teaching after a five-week program," Buck explained. "That being said, no one I know who went through a traditional teacher training program fared any better than I did. I think the bottom line is: teaching is something you can only learn by doing so authentically. You learn from real mistakes you make in a real classroom when there are real things at stake."

Joe Harmon '12 attested to Buck's affirmation that no schools quite prepare recent college graduates to teach. Harmon, who is in his second year of teaching at Cheshire Academy, a co-educational boarding school in Connecticut, got his job through a connection he made working at Exeter's summer school in 2012, after months of searching for opportunities on Carney, Sandoe & Associates.

"Until the first or second week of August, I had no plan for the fall," he said. "I had just about come to terms with moving back home when this teacher did me one of the biggest favors I have ever received; she told me the school she worked for was looking for a last-minute English hire, and asked if I'd like to apply."

Like Buck, Harmon felt less than fully prepared for his first day. "They hired me two weeks before classes started, so there wasn't time to send me to a conference or anything." Though Hamilton students teach all the time, delivering oral presentations in their own courses on the Hill, providing literacy tutoring to Utica-area students and refugees and even leading classrooms in nearby districts through education courses, they do so with close guidance. The Institute, similarly, has "huge safety nets," Buck said, such as a seasoned teacher observing simulated classes and a co-facilitator working with each corps member at all times.

Because of this lack of preparation, Harmon had trouble adapting to his new role. Private schools, he explained, have no mandatory curricula, which presented him with the challenge of designing lessons from scratch. "Most public schools hand their teachers a mandatory curriculum 'in a box' and the teachers just dish it out, regardless of how they (and the students) feel about it," he said. "The flip-side of the license I have at Cheshire is that I spend hours each week mapping out unit plans, lesson plans, activities, assessments, etc. Last year all the planning overwhelmed me. It was trial by fire, easily the most difficult nine months of my life. In comparison, my second year has flown by."

The first-year struggle seems common to all teachers, even those who have master's degrees. For this reason, as Buck suggested, reform may be necessary for teacher training programs at schools across the board. However, as is true of many professions, teaching requires knowledge and qualities that people can only gain through experience.

"Yes, there are degrees of readiness (Do you have your lesson plans internalized? Do you know your students' names? Do you have a system for behavior management? Is your classroom decorated with anchor charts?), but the majority of these things are largely irrelevant when you step into the classroom that first day," Buck said. "You kind of forget everything you learned, and you adapt. The fact is, every classroom is different because every student is different. The chemical makeup of the room is determined by the students sitting in those desks, and you will learn and grow with them throughout the year, not independent of them before the year starts. This is where the real learning happens in the first few years of teaching—alongside the students you teach every day."

So, while placement programs like TFA might not spell out exactly how to be a teacher, without them, many schools would not have the kind of talent they need to motivate their students and bridge what TFA calls the "achievement gap" that students raised in poverty face. The benefits are two sided, as many students would not have the opportunity to pursue teaching opportunities immediately after graduation were it not for TFA and similar placement programs. Moreover, the program reinforces the value of teachers, which is culturally underestimated.

"I had always wanted to be a teacher but never pursued it seriously because I was told numerous times, 'you could do so much more' or 'why settle for that when you could be a lawyer?'" Buck said. "I love teaching, I love my students. I don't love New York, I don't love charter schools, though I do credit much of my growth as a teacher to my placement. It's shaped completely who I want to be as an educator."

Though TFA is not without flaws, it is undeniably a learning experience for students and teachers alike.

## Thumbs Up

JoJo and Twista Concert: Someone hold the spinner while JoJo puts left foot on red, and right hand on yellow—that's a stretch!

Everyone's asking How was your break.... but guys, JoJo's tired of explaining what she's been doing since 2006!

Make your 12-year-old self, who dreamt of being a Harvard valedictorian, proud as you miss "Too Little Too Late" because you're throwing up tequila and Commons hummus in an Annex bathroom.

## Thumbs Down

CAB lost then found tickets: We know vandalism is an issue on campus, but considering that the tickets were found in the hole of the Sadove bathroom wall, it's kind of a win-lose situation.

Sad for Twista that everyone is actually referring to this concert as "The JoJo Concert." He's like the ugly little brother of this weekend's events, except not really because he's 40!

Preeeetty sure this concert is a #fbf, not a #tbt #justsaying @HamCollCAB

## Who Cares?

Couldn't get tickets? You can pretend to be a part of her crew by showing up to the Annex at 5:45 p.m. in an Abercrombie hoodie and Soffe shorts.

CAB had a hidden stack of tickets: If we break into CAB headquarters and get the stack, we can have the stack lead us to the concert. Say stack again. Stack.

Performers who were unavailable: Aaron Carter feat. Flava Flav and The Baha Men; Bowling for Soup covering James Blunt and Teddy Geiger songs; Taylor Hicks grinding with Aly & AJ; and Asher Roth.

*by Carrie Solomon '16 and Jessye McGarry '16*

**Disclaimer:** The opinions expressed in this column are purely of a satirical nature, and are not representative of the views of *The Spectator* editorial board.

# Hamilton Divests deserves respect and representation

**by Patrick English '15**
*Opinion Editor*

In the most recent issue of *The Spectator*, Hamilton Divests published a letter asking the Board of Trustees to "begin divesting the College's endowment from select fossil fuel companies." Despite unanimous support from a faculty meeting on March 4, as well as almost 200 signatures, the Trustee Committee on Investments decided against divestment and published a response letter outlining their disinclination to divest on March 11. This letter included several convincing arguments, such as the "belief that it is likely better to have a voice in corporate conversations about responsible behavior than to withdraw from them," and the idea that divesting funds would be using them to "achieve ends other than academic."

Despite their sound reasoning, there are problems with the response's two prevailing arguments. The first argument—that it is better to have a voice in corporate conversations—is the stronger of the two. With a seat at the table, Hamilton can encourage fossil fuel companies to look into alternative energy sources and to fight climate change. However, many of these companies are so deeply invested in fossil fuels that their policies will not change anytime soon. Despite the prevailing arguments for climate change, it is likely that most of these companies will go on producing fossil fuels for years to come. Therefore, divesting from these companies and derailing their success makes a bigger statement. Divestment would give Hamilton significant leverage over these companies.

The second argument—that divesting funds would be using them to "achieve ends other than academic" —also does not hold up. Decisions to divest from or invest in a company always have underlying intentions that go beyond pure academics. Hamilton's investment in companies that are involved in fossil fuels shows that the College supports the intentions of these companies and is willing to help them succeed. Investment and divestment cannot be purely academic; they always have some sort of agenda.

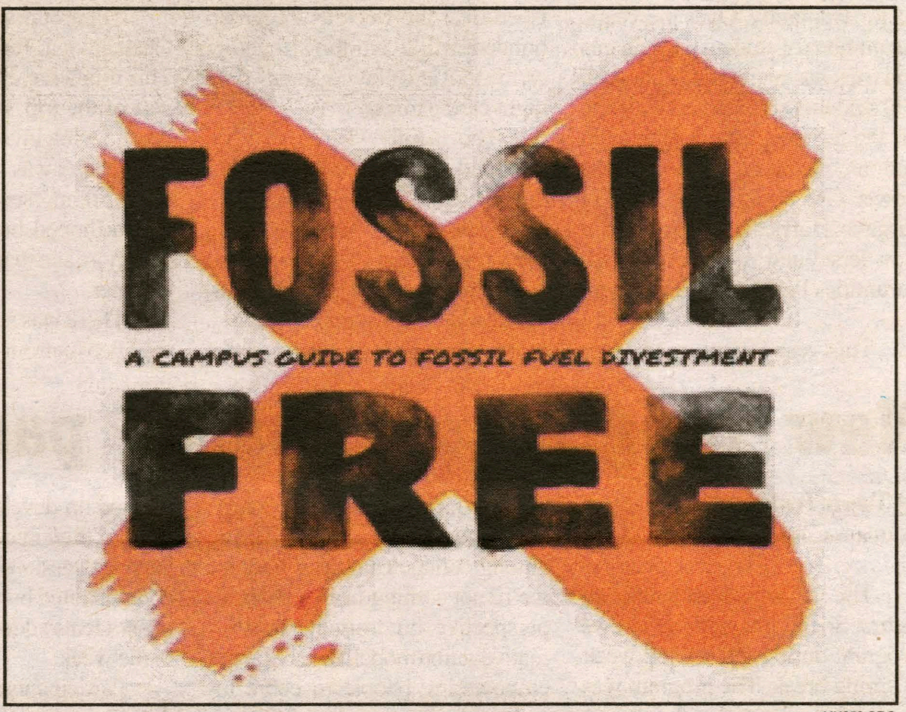
Hamilton can take steps toward divestment without hurting its endowment significantly. Harvard's endowment recently hired Jameela Pedicini as its first vice president for sustainable investing. Harvard and Stanford are the only top colleges to have full-time endowment employees devoted to divestment. While Harvard and Stanford are not close to complete fossil fuel divestment, these colleges have given this issue the respect it deserves.

Surely, the involvement of such reputable institutions in this cause makes it worthy of consideration at Hamilton. Rather than dismissing the requests of Hamilton Divests, the Board of Trustees ought to consider developing positions, like the ones at Harvard and Stanford. This way, Hamilton can make prudent decisions when it comes to investing in or divesting from fossil fuel companies. They will also be able to represent the large contingent of the Hamilton community that supports divestment.

With this issue coming to the forefront of the Hamilton conversation, transparency and information are important next steps. All members of the Hamilton College community have interests in this debate, since it directly affects the funding of the institution. However, many members of the community still do not understand the arguments for and against fossil fuel divestment. Information sessions, panels and debates should converge so the community may better understand this debate over the College's funds.

ROAD2COLLEGE.COM

**In July, Harvard hired Jameela Pedicini as its first vice president for sustainable investing, a major step in divestment representation.**




MN350.ORG

**In a growing movement, nine colleges and universities have committed to divest from fossil fuels according to Fossil Free.**

# Are the new SAT changes significant?

**by Courtney Kaplar '16**
*Opinion Editor*

For the second time within 10 years, the College Board is changing the SAT. Some of its plans include making the essay portion of the test optional and removing the deduction of points for wrong answers. According to *The Chronicle of Higher Education*, the updated version of the SAT will require test takers to "think harder, analyze more and anchor their answers to evidence."

The College Board justifies its decision to make the essay optional due to admissions offices' mixed opinions of it. Even the College Board's president, David Coleman, said that the essay of the writing section does not significantly contribute to the test's validity. The writing sample will now add an additional 50 minutes to the already lengthy exam.

Currently, Hamilton College's admissions office accepts both SAT and ACT scores, but it is unknown as to whether it will require or recommend the SAT's essay section once it becomes optional in 2016.

Other changes to the future SAT will include more relevant vocabulary words, greater depth on fewer math topics and demands for citations from specific passages, according to *The Chronicle of Higher Education*. While these are not huge alterations to the test, these changes demonstrate the College Board's effort to compete with the ACT's rising status as a popular standardized test.

Besides alterations made to the test itself, the SAT will also become more available to a wider range of students from lower to middle income families. Currently, the test costs $51, which would certainly discourage some aspiring college students from taking it as frequently as they might have hoped. The College Board will soon allow eligible test takers to directly receive four admission-fee waivers, instead of requiring test takers to request the waivers through their high school counselors. This reflects the growing number of students from these socioeconomic classes who plan on attending college.

What do these small (but many) changes mean for Hamilton College? As far as I can tell, not very much. The SAT's alterations are significant but probably not enough to drastically change the entire admission process. Even though one of the largest changes is the decision to make the essay optional, it would make sense for a prospective student at one of the nation's best colleges for writing to take a shot at the 50-minute essay anyway. And if test takers do not like the SAT's new changes, they can always take a shot at the ACT.

TWITTER.COM

# Hamiltonian Spring Breakers

## Clearing the Cumberland Trail with ASB

by Courtney Kaplar '16
*Opinion Editor*

For those of you who don't know, Alternative Spring Break is an organization at Hamilton College that offers week-long service trips during spring break that are located in areas outside of the local college community. The ASB program was started in 1990 when 20 Hamilton students traveled to Miami to assist on Hurricane Andrew relief efforts with Habitat for Humanity. Over the years, the number of student participants and trips has increased. This year, 100 students volunteered with one of the ten nonprofit organization options, including Friends of the Lower Greenbrier River in West Virginia, Hurricane Sandy relief in New Jersey and Youth Service Opportunities Project in Washington, D.C.

This year I went on my first ASB trip, travelling over 14 hours to southern Tennessee to help build the Cumberland Trail. When completed, the hiking trail project that, when completed, will stretch over 300 miles throught Kentucky and Tennessee.

At first, I was not super excited to wake up at 5 a.m. and spend the whole day on a Jitney with people that I barely knew. On the way there, almost everyone slept and barely interacted with each other. That awkwardness, however, diminished over the week as the group bonded while working together on the trail and playing intense late night card games.

The facility where we stayed provided us with bunk beds and three meals a day—in that way, it was almost like summer camp. We worked from 9 a.m. to around 3:30 p.m. and then went back to the retreat where we were staying, to do homework or (in my case) take naps by the lake. Dinner was around 5 p.m., and afterwards there was always a program organized by the full time trail volunteers. For example, there was a lecture given by a Hamilton alumnus about the Cumberland Trail area during the Civil War and a bird show that exhibited different types of birds found in Tennessee. At night, our group would play board games or cards until the late hours, despite having to wake up at 6 a.m. to get ready for another day of trail work.

The group was also able to visit Chattanooga, Tenn. on our day off. This might have been my favorite part of the trip, not because there was no work involved but because the weather was so nice. Unfortunately, Tennessee was not as warm as I had hoped, but on our day off, I saw more sun than I had seen since summer.

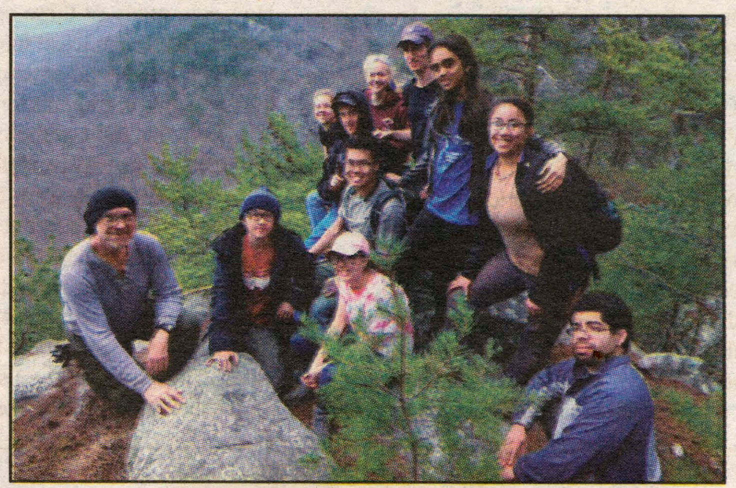


PHOTO COURTESY OF SITONG CHEN '16

There was such a huge difference between our group's dynamic on the way back from our trip and the group dynamic had greatly changed by the return to the Hill. There was definitely an enthusiasm for the trip that hadn't been there before. This change shows me how participating in ASB is a great and unique experience. It was very well organized with group activities, but it also allowed for individual freedom. What I liked most was the fact that I was able to meet new people, which can sometimes be difficult for a somewhat shy person at a small school. I would most definitely do ASB again, and will aspire to become a leader during my senior year.

## New program increases passion for social innovation

by Tsion Tesfaye '16
*Features Contributor*

The Levitt Center launched its first Social Innovation Fellows Program during the second week of spring break. The program was run by Anke Wessels, the executive director of the Center of Transformative Action. The Center is an independent, education-based nonprofit affiliate of Cornell University that provides fiscal sponsorship and human assistance to innovative social change agents in New York. In the fall of 2010, Wessels' course at Colgate University, "Social Innovators and Entrepreneurs," was selected by the Ashoka Foundation as one of the 10 best social entrepreneurship courses in the country.

"Our program is unique among college campuses because we're not coming from a business perspective, but from the transformative action model, which is about empowering people to come together, often across social differences, to imagine and co-create solutions to pressing social problems," said Wessels. This award-winning course inspired the creation of the Social Innovation Fellows Program at Hamilton.

Readings and exercises were assigned prior to the start of the week to help students explore their passion and to discover what Wessels said "makes time fly." Throughout the week, students worked on developing projects in areas of their interest. The range of interests, passions and backgrounds demonstrated by the 13 participating students added a special flavor to the week.

Participants learned about the different aspects of social innovation and discussed the challenges associated with social innovation organizations. The program incorporated various case studies to inspire students to take action to bring about a social change.

PHOTO COURTESY OF WENLU WENG '16

Students also learned about the organizational structures used by for-profit and nonprofit organizations that focus on fixing social problems. Throughout the week, students worked on planning projects of their own design with Wessels's tireless assistance. The students concluded the week by pitching these project ideas to the Levitt Center to seek further assistance in taking their projects to the next level. The Social Innovation Fellows Program is a unique opportunity for Hamilton students and anyone interested in social entrepreneurship should take advantage of it.

## Hamilton College Choir takes the Northeast

by Charlotte Carstens '16
*Features Contributor*

During the first week of spring break, the Hamilton College Choir embarked on their annual choir tour. The choir, which is seventy-eight members strong this year, toured throughout the Northeast region of the U.S., performing in Delmar, N.Y., Boston, Mass., Newtown, Conn., Brooklyn, N.Y., Larchmont, N.Y., Philadelphia, Pa. and Washington, D.C. Concerts included performances by the College Choir, the College Hill Singers and Hamilton's barbershop quartet.

The choir tour is an annual tradition dating back to before the current choir director and professor of music, G. Roberts Kolb, got the position in 1981. After concluding the performances of the annual choir musical—the 2014 production was "Candide"—the choir concentrates its efforts on its tour repertoire. The choir tours operate on a four-year rotation, alternating between performing domestically in the South, Midwest, and the Northeast. Additionally, every four years, the choir tours abroad—the choir most recently toured Italy in Spring 2013.

The program included both religious and secular music. The pieces encompassed many genres, styles, and languages, including Latin, French, German, Russian and English. Highlights included Handl's "Pater noster," Lotti's "Crucifixus," Josquin's "Ave Maria," Whitacre's "With a Lily in Your Hand," Carmichael's "Smoke Gets in Your Eyes," and Rossini's "The Barber of Seville Overture." A special feature this year was a piece composed by Will Robertson '14 and performed by the College Hill Singers, a smaller, twenty-member performance group.

The Northeastern tour is particularly personal due to the large number of parents and alumni who reside in the region. Homestays are a frequent occurrence and allow students to connect with alumni, many of them former choir members. Brisa Camacho-Lovell '16 said, "I really enjoyed the homestays because we got to meet Hamilton alumni from such a wide range of graduating classes. I stayed with an alum from the Class of '64 one night, and an alum from the Class of '01 only a few nights later. Both were very fun, and it was really interesting to see how their Hamilton experiences differed, and what life on the Hill was like during their undergraduate years."

While the tour is certainly a whirlwind of a week for the students, it is an extremely valuable and enriching experience. Each year, the choir returns to campus a more close-knit group. Students had free time between in most of the cities, providing a nice contrast to the demanding performance schedule. Traveling and performing together for a week increases the cohesiveness of the group, strengthens personal bonds and improves the choir's overall performance quality. Rwemi Levinson '17 said, "Being a freshmen, I didn't really know what to expect from choir tour. Overall it was a positive experience, singing in beautiful churches and getting to know new people. It definitely made me realize how difficult it is to travel and sing every night and I've gained a lot more respect for all the musicians who go on year-long tours."

This year's tour was deemed a great success. Professor Kolb received many emails and letters praising the quality of the performances. Kolb states that the choir was "wonderfully received." Many current Hamilton students also attended the various concerts. Julie Horgan '17 of the concert at the Old South Church in Boston said, "I really enjoyed the solos and the College Hill Singers…It was nice hearing it all in the different languages. The conductor was also very personable and kept the audience interested!"

The final performance of the tour is a home performance on Friday, April 4 at 7:30 p.m. in Wellin Hall. After that, the choir will focus on its music for its upcoming performances in May, imcluding a concert for Rachmaninoff's All-Night Vigil and a performance at the Class and Charter Day Convocation.

# Sex and the Campus

**by Kate Cieplicki '16**
*Features Contributor*

*This column covers both silly and serious topics about sex and dating from the perspective of a poetry-loving, feminist psychology major. For topic suggestions, questions, or other perspectives on sex in college please email kcieplic@hamilton.edu.*

## Is shower sex in college overrated?

Sex. Steam. What could go wrong? After all, people have sexy showe sex in movies all the time. The lovers are in some big-name city late at night with headlights flashing 40 stories below. Aside from the two lovers, there is only a gorgeous glass shower with a frosted door. Naked backs, passionate kisses, water running as the screen fades to black… Spoiler alert: college shower sex is nothing like movie shower sex.

In Bundy, 'sexy time' typically begins in jail-cell-style lighting with the smell of stale weed wafting under the door. The first problem: There's only one pair of shower shoes in the dorm room (cue Psycho music), which means walking barefooted on 40 years of built-up ick. Worse still: Unlike in fantasy shower scenes, the showers in most dorms are not connected to rooms. I have to walk through two hallways (and through a stairwell) littered with Keystone cans, where there is a high probability of running into multiple people I know. But it's worth it, right?

Well, I'm not convinced. The way to the shower is unpleasant, but once I'm there, things just seem to get more complicated.

One of Bundy's (almost) redeeming qualities is that it has a private 70s-style, grimy tub and shower combination in the back of the bathroom. In theory, a couple can get frisky undisturbed. In my experiences, however, a toilet always seems to flush at some point early on in the session and I'm forced to remember that I'm not starring in my own romantic comedy, but rather in a public bathroom making some poor girl's pee extremely uncomfortable.

The floor's cold on my feet and the water takes a while to heat up, so I do a very unsexy little dance. My shower buddy wince-smiles when I try to caress him with an icy hand. By the time the water's hot enough for me, it's too hot for him. Reaching a reasonable water temperature requires a level of compromise which many people, myself included, find difficult to reach.

Even once the water is warm it's a hot commodity (pun entirely intended). No matter how wonderful my shower buddy is, he wants warm water running over his back just as much as I do. Power plays and passive aggressive nuzzling ensues. The temptation to nibble his ear as I strategically position myself under the blissful flow is almost too strong to resist.

Repositioning quickly becomes a necessity to avoid getting water in my eyes. I'm sure it's pretty sexy to see my shower buddy with steamy water running down his body but I really wouldn't know because my eyes have to be closed 80 percent of the time or else my contacts dry out (speaking of dry, when it comes to doing the actual dirty, forget it. Sex in water washes away natural lubrication, which can make sex downright painful if you're not careful.

I don't know what happens in those movies post fade-out but all that's happening during my shower-sex attempt is an overwhelming wish that I'd gone to more Tuesday-Thursday yoga sessions and a fear of getting concussed (that is one EMT call I do not want to make). Side note: a Google search piece turned up some handy stick-on shower handles intended to make shower sex easier. If anyone in Bundy West wishes to invest in some, hit me up.

Anyway, by the time my beau and I make it back to the room, I'm more likely to feel exhausted and cold from my shower than ready to get weird. I'm sure shower sex gets a lot better when you have four walls all to yourself withw someone special; but, in college, shower time is best if you go in post-sex with a sense of humor and kiddie goggles. Keep sexy time in the dorm room. If you're doing it right, things will get plenty steamy.

What about you? Have you had shower sex? Was it super-fun or seriously overrated? Any embarrassing stories? Write to me at kcieplic@hamilton.edu.

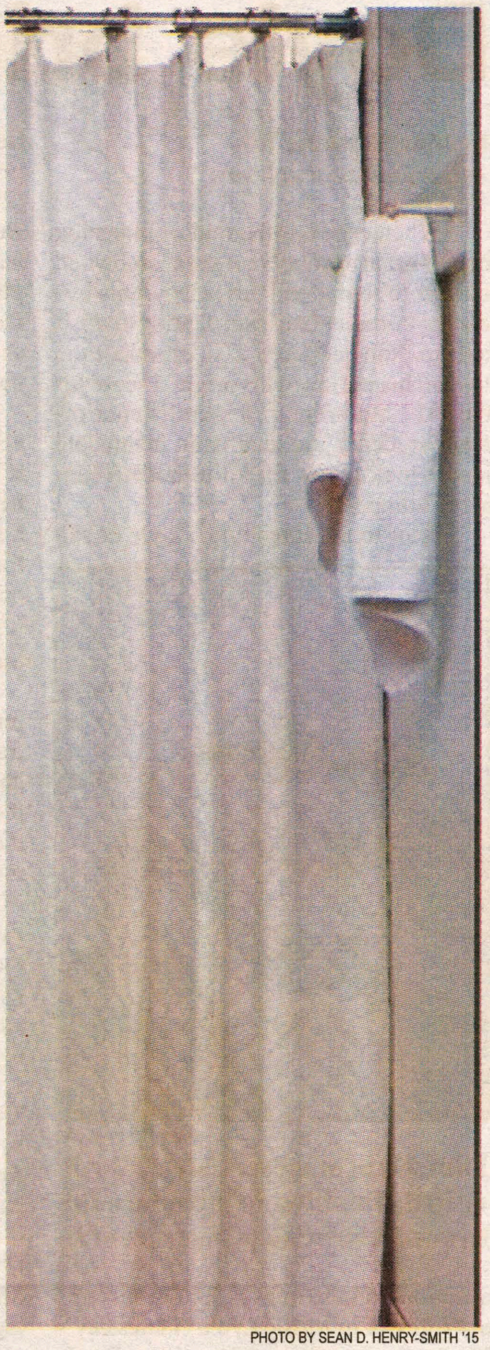


PHOTO BY SEAN D. HENRY-SMITH '15

## Hamilton College Logic Puzzle #3

**by Russell Marcus**
*Professor of Philosophy*

**The Puzzle**

Some teachers like to begin their courses with icebreakers, activities that get people talking to each other. One popular icebreaker is called "Two Truths and a Lie." Here is a puzzle about grades in which each speaker tells two truths and a lie!

*Arden: I received an 88, eight points fewer than Bijan but four points more than Camilla.*
*Bijan: I received more points than either Arden or Camilla, the difference between my grade and Camilla's is 12 and Camilla got 100.*
*Camilla: My grade is lower than Arden's. Arden scored 92, and Arden scored 12 points lower than Bijan.*

**Question**

What grade did each student get on the test?

**Rules**

Solutions to Puzzle #1314.3: "Three Grades, Two Truths and a Lie" with a brief statement of your reasoning, may be sent to puzzle@hamilton.edu, or via campus mail, to Russell Marcus, Philosophy Department. Bald solutions do not merit prizes; you must explain your reasoning. Make sure to include your contact information, including class year, with your solution. A winner will be chosen among those who submit satisfactory solutions. Anyone may play the puzzle, but only current Hamilton College students may win prizes.

**Prizes**

Prize winners receive a t-shirt or mug from Lulasail, home of the best philosophy t-shirts on the web.

The Deadline for Puzzle #1314.3: "Three Grades" is Monday, April 7, 2014 at 4p.m. All entries must be received by that time. Visit our brand new wesite: http://academics.hamilton.edu/philosophy/logic-puzzlesHCPuzzles.

## MIT prof. teaches applied math

**by Caitlin O'Connor '14**
*Creative Director*

Ever wonder what your friend suggestions on Facebook, your Netflix queue and that stuff you learned in math class have in common? On March 13 and 14, Professor Gilbert Strang, the MathWorks Professor of Mathematics at MIT, visited the Hill to give several lectures on the importance of applied math to the Hamilton community. While on the Hill, he spoke in several different formats, teaching a section of an upper level math course and giving an all-campus lecture in the Science Center. The topics covered ranged from classic engineering problems to modern issues facing the tech industry, but all circled back to fundamental role of mathematics.

Strang is the inaugural Robert S. Morris Class of 1976 Visiting Fellow at Hamilton. This fellowship program was created to bring preeminent scholars in the field of mathematics or science to the College. Throughout his career, Strang has received rewards and recognitions, including serving as President of the Society for Industrial and Applied Mathematics (1999-2000) to the Chauvenet Prize from the Mathematical Association of America, which is only given to the "most distinguished of mathematical expositors." He has also always had a lifelong love for teaching, continuing to teach undergrads at MIT and releasing many of his lectures as OpenCourseWare on YouTube.

When asked why Strang was chosen, mathematics department chair Professor Kantrowitz responded, "Professor Strang clearly fits the description: he has had, and continues to have, an extraordinarily successful, productive, prolific career as both a researcher and as a teacher."

In addition to his recent lectures, Strang also visited campus in the fall and gave two talks on linear algebra and its real-world applications, such as the Netflix ranking system. On both visits, he ate lunch with a small group of students to get a better feel of the Hamilton student body and life on the Hill. He even put aside time to have a discussion with one senior on his thesis. "He was very encouraging and listened to me patiently," said Sunrose Shrestha '14, a physics major.

One of the most remarkable parts of Strang's talks was his accessibility and humor. Despite his brilliance, he was able to make his talks understandable to those with even only a very basic understanding math, as well as often garner a few laughs. The talks all, "started off with simple concepts, but in the end, if you stepped back, you could see that they all added up to a big beautiful picture," said Shresthra. "In every talk I attended, I had an 'Ahh, I see it now' moment."

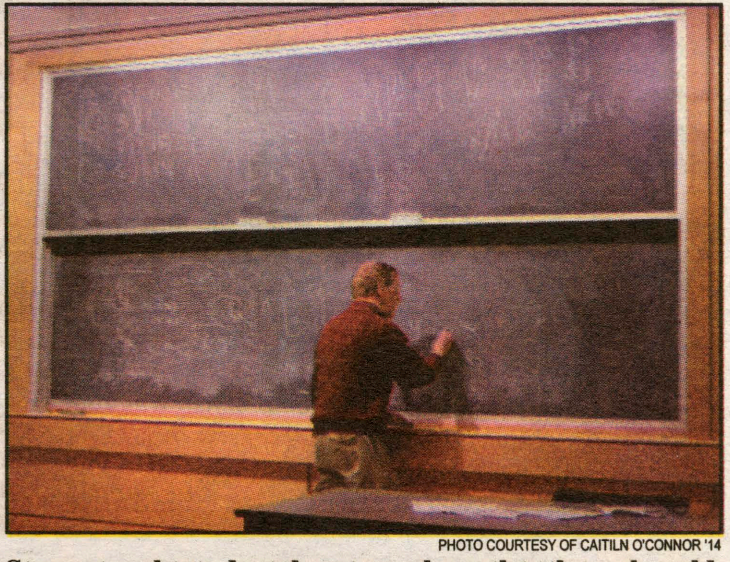


PHOTO COURTESY OF CAITLIN O'CONNOR '14

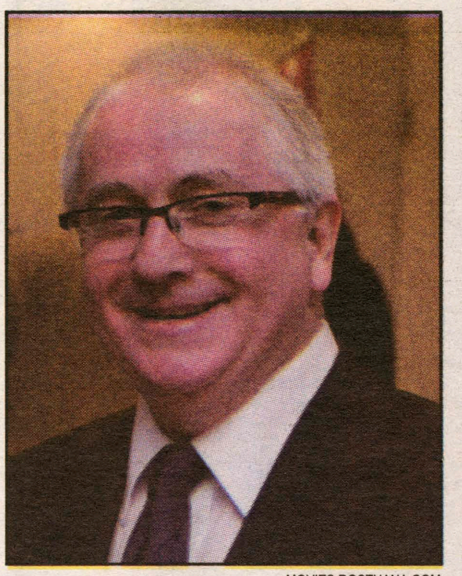
**Strang taught students how to apply math to the real world.**

# Doyle brings *It* to the Hill

by Max Newman '16
*Arts & Entertainment Editor*

Whether he is in the studio or freezing his tail off in upstate New York, renowned film score composer Patrick Doyle always displays great enthusiasm. During his visit to Hamilton on March 12 to introduce the live orchestration of his original score for the 1927 silent film *It*, the Scottishman offered students and faculty an invaluable inside look at the life of a modern film score composer.

Prior to the screening, Doyle held a question-and-answer session for students in Professor of Music Lydia Hamessley's Music in American Film class. Doyle began the conversation by detailing his musical background. Every few minutes, Doyle would finish a story about the experience of scoring films like *Harry Potter and the Goblet of Fire* (2005) and *Brave* (2012), and then scurry over to the piano. Before even sitting on the seat, Doyle's hands were gliding across the keyboard, playing film themes he wrote decades ago. Doyle's natural ability to recall melodies shocked the audience and proved why he has been Oscar-nominated.



MOVIES.DOSTHANA.COM

**Film score composer Patrick Doyle visited Hamilton to introduce the live orchestration to his score of *It*.**

Doyle does not only have talent but also has passion. One student asked him if he regrets any of his works or wished he had the chance to work on more. With a smile and without a doubt, Doyle told the class he has enjoyed all his work without any regrets. His simple answer says it all; Doyle is so proud of all his scores that "what ifs" are irrelevant.

Later that night, a large audience piled into Wellin Hall to view the live orchestration of Doyle's new score for *It*. Doyle gave a thirty-minute introduction before the main event, in which he emphasized that the score's tendency to mimic physical movement does not employ the notorious Mickey-Mousing technique seen in Charlie Chaplin films, but aims to highlight the characters' oddness. These musical jabs especially follow characters Monty and Molly to show both their oddness and rediculous obsession with "it."

Audience members found themselves "face-palming" throughout the film because the characters were so cliché. This response may be a result of Doyle's contemporary score. If a score has modernized music, audience members are more likely to watch the film with a modern mindset. Such a response is quite ironic, considering this is the film that led to the popular culture term "It girl." Indeed, it was this film that first introduced such characters in film history, not making them clichés, but classics.

The live orchestration played a key role in the overall viewing experience. With an orchestra, the spectators naturally gave more attention to the music. Some audience members could even be seen taking their eyes off screen for minutes at a time. The physical presence of an orchestra has an exceptionally large effect on this film because of the mimicked movement. The unity between the screen and the orchestra made the film come alive.

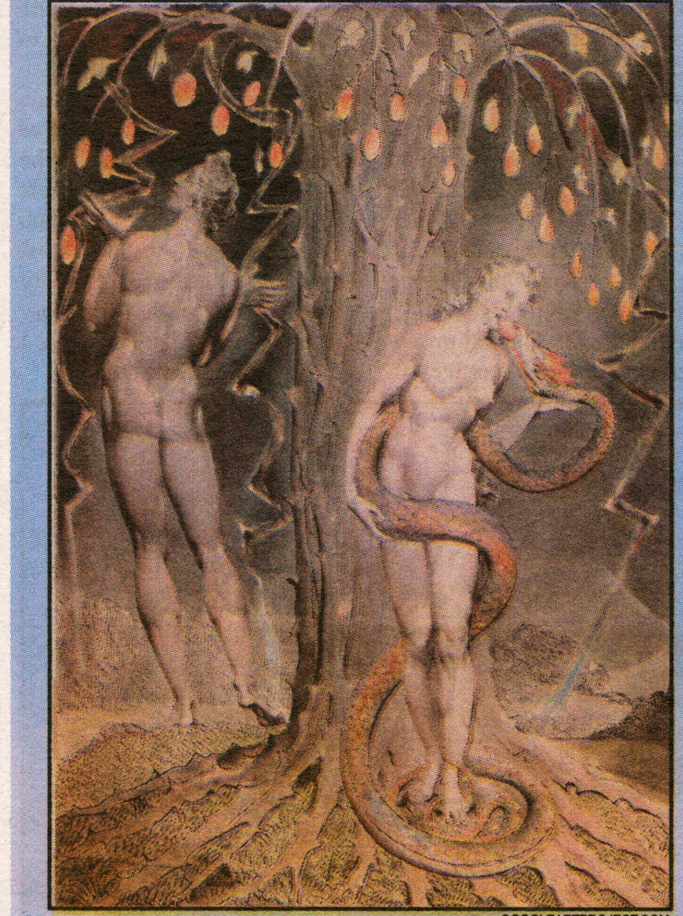
Hamilton was lucky to have such a great composer in attendance to showcase his unique work. Doyle spent quality time with students and faculty from the moment he arrived on campus. Professor Hammesley mentioned that Doyle was almost late to his own rehearsal. Evidently, the two had gone to McEwen for lunch, and by the time conversation concluded, it was time for dinner!

VERDOUX.WORDPRESS.COM

**Clara Bow (Betty Lou) stars in *It* as a shopgirl with her eyes set on her handsome boss.**

## THIS SUNDAY: Milton Marathon

9th Annual



GOOGLEARTPROJECT.COM

**Noon:** *Books 1 and 2—Satan discovers himself in Hell; the fallen angels debate what to do.*

**1:45:** *Books 3 and 4—Satan travels toward Earth; God and the Son consider how to respond; Adam and Eve have a lovely day.*

**3:15:** *Books 5 and 6—Satan has disturbed Eve's sleep, so God sends Raphael to alert Adam and Eve to Satan's presence and their responsibilities. He tells them about Satan's rebellion.*

**5:00:** *Books 7 and 8—Raphael tells Adam and Eve about Creation; Adam and Raphael discuss Adam's birth and his feelings for Eve.*

**6:15**—*Dinner break*

**7:00:** *Book 9—Spoiler alert: Eve eats the fruit; Adam eats the fruit; then they wish they hadn't.*

**8:00:** *Book 10—Satan returns to Hell to boast; Adam and Eve quarrel and then reconcile.*

**9:00:** *Books 11 and 12—Michael comes to kick Adam and Eve out of Eden, but tells Adam about the future, including the Incarnation and Resurrection.*

## WHCL CORNER

### Show Profile: *NSYNChronize*

**Fridays, 10 p.m.**
*with...*

**Elizabeth Larson '16, Emily Goldberg '16 and SiLe (Codie) Li '16**

**Describe it in a poem:**

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**Like?**

"Gold Digger"—Kanye West ft. Jamie Foxx

"If I had a Million Dollars"—The Barenaked Ladies

"Money, Money, Money"—ABBA

"For the Love of Money"—The O'Jays

"Rich Girl"—Gwen Stefani

April 3, 2014

# Kirkland lives on with *Lost Orchard*

by Lucas Phillips '16
*ARTS & ENTERTAINMENT EDITOR*

*A collection of short stories, poems and other writings by Kirkland College alumnae, faculty and administration have been brought together in the newly published "Lost Orchard." We interviewed the editor of the collection, Jo Pitkin K'78, a Kirkland alumna.*

**Whose idea was a collection of work by Kirkland alums, when did the project get underway and what were your goals as the editor of this book?**

I conceived of *Lost Orchard* in the Red Pit during a live reading by six alumnae authors. I had organized Kirkland Voices with Liz Horwitt (K'73) for our All-Kirkland Reunion on the Hill in 2007, and the work that I heard was so good that I wanted to share it with alumnae who weren't able to attend the reading. This little seed grew and grew into a book-length anthology after I first decided to put out a call for submissions in 2010.

As editor of *Lost Orchard*, my primary goal was to collect excellent writing by Kirkland College alumnae and faculty and shape the work into a coherent book with resonating themes. I was looking solely for different creative writing genres—drama, fiction, poetry and creative nonfiction—although I realized that many fellow Kirkland graduates are excellent nonfiction writers.

Additionally, I hoped to showcase Kirkland's innovative undergraduate creative writing program. Ours was one of only three in the United States to confer a bachelor's degree in creative writing in the 1960s and 1970s. Our program was uniquely housed in the Arts Division (rather than the English Department) because Kirkland considered creative writing a studio art. Many of Kirkland's creative writing majors went on to the most prestigious MFA programs in the country, including Columbia University, the University of Iowa, Goddard and Johns Hopkins.

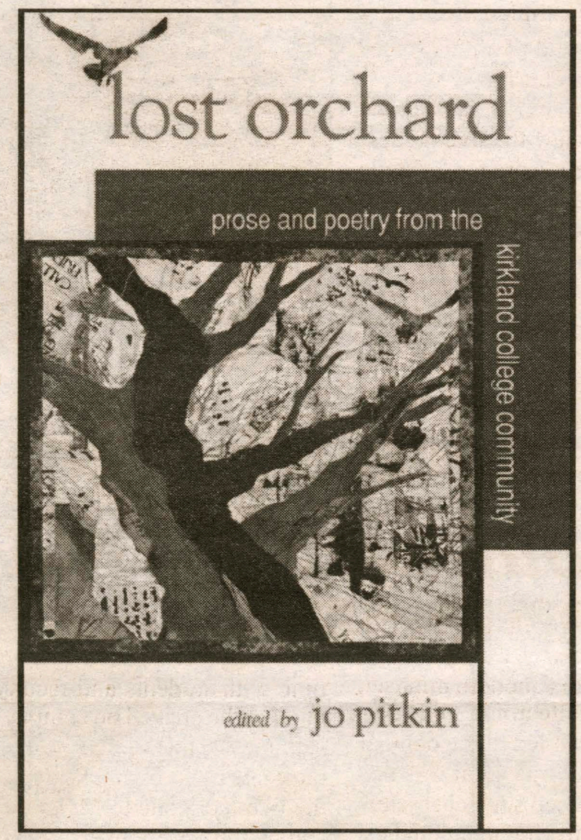
At the time, I didn't know if or how this blossoming manuscript would be published. After I sent proposals to a few publishers, I was over the moon to have such a distinguished academic publisher as SUNY Press accept my book proposal. They did an exceptional job in producing a beautiful book featuring cover art by Kirkland alumna Linda Branch Dunn (K'77).

**Can you tell me a little bit about the people featured in the collection? Are most of them professional writers?**

Many of the 50 contributors to *Lost Orchard* are published, professional writers. Some of the contributors also work in related fields such as journalism or book publishing. A few are no longer writing but have pursued other endeavors.

I must also point out that not all of the alumnae contributors were creative writing majors at Kirkland either. Yet Kirkland's emphasis on writing—after all, we had written evaluations rather than grades and had to grind out a lot of papers—is evident in the quality of the pieces in the book.

I'm most proud that *Lost Orchard* incorporates work by former Kirkland faculty, including nearly every one of the professors who taught creative writing at Kirkland. My own mentors, Bill Rosenfeld, Michael Burkard and Tess Gallagher have work in the anthology. Bill directed the creative writing program at Kirkland and then carried it over to Hamilton following the 1978 merger of the colleges. Your readers might be familiar with the William Rosenfeld Chapbook Prize, which honors Bill's considerable contribution to the continuation of creative writing at Hamilton and to the extension of the major to male students. Hamilton men, after all, could not pursue a BA in creative writing until after the merger occurred.



KIRKLANDALUM.COM

**What about the Kirkland community in the '70s and onward to today makes it ripe for a project like this one?**

There are so many reasons that Kirkland and its community are special. For one thing, Kirkland was the last private women's college established in the United States. To me, that is an important historical fact this anthology brings to light. Also, Kirkland supported the education and empowerment of young women, which was essential then and now. I'd like to think that our anthology might inspire young women writers today as they shape their own writing lives.

Having a book of our own seemed improbable when I started the project. Then again, Kirkland alumnae and faculty have a touch of the pioneer. Imagine consciously deciding to apply to or work at a brand-new, barely constructed women's college in central New York. We weren't afraid to try new things, to take risks. During the process of making *Lost Orchard*, I thought about this spirit a great deal. I realized that we all helped make a college, little by little, in our own unique ways. So why not make our own literary anthology? It's not such an outlandish concept if you think about it.

**Tell me a bit about the title--is the "Lost Orchard" Kirkland and what does that signify?**

Kirkland was built on a once-functioning apple orchard, and one memory our community shares is the sight and scent of white apple blossoms on our campus in spring. Also, Kirkland's seal features a tree with a seed, a blossom, and an apple. These images signify the three phases of a woman's life. During the first coeducational graduation in 1979, women who matriculated at Kirkland placed an apple on stage in silent protest—a tradition I believe has been carried on since then. You can see how I'd go for a title having something to do with apples. When I found a poem by Edgar Lee Masters with the phrase "lost orchard," I had the title.

**Do you see this project as a way of recreating or showcasing the kind of artistic community that you had at Kirkland or creating a new one among Kirkland alumnae?**

Wouldn't that be fantastic? I hope so. I don't know if one can truly recreate or recapture an amazing time and place in one's life, but I relied on my '78 classmates Connie Halporn, Judy Silverstein Gray and Becky Pressman, my best friend Zan Tewksbury (K'80) and Jennie Morris (K'72) for their expertise in formatting, copyediting, copyright and permissions and marketing and promotion. To some extent, I did recreate the collaborative nature of our college experience. In fact, Zan and I did production on *Red Weather*, the college literary magazine I founded in 1976, when we were students together. It was surreal to be working with her in a similar capacity again in 2013—this time virtually rather than in the old *Spectator* office in Bristol.

One delicious outgrowth of *Lost Orchard* is that Kirkland alumnae have been reconnecting at book launches and, in some cases, discovering one another's work for the first time. It's thrilling to me that four contributors—Nancy Avery Dafoe, Lynn Kanter, Kathryn Livingston and Jane Summer—have recently told me about forthcoming book publications: I'm not sure I would have known about these publications without *Lost Orchard*. Let's hope the anthology sparks a new, mature, artistic community borne out of our fruitful college years together.

**What are some highlights from the book?**

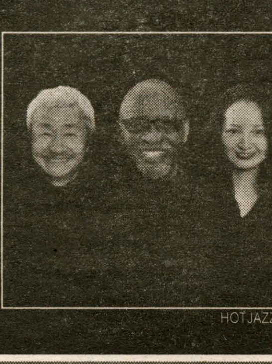
It would be impossible to choose highlights. There's a bit of something for every taste, from fantasy fiction to food writing. This is what Jane Springer, current Hamilton assistant professor of English said, "*Lost Orchard* dazzles me for its wild romp through New York's urban and pastoral landscapes (as well as its journeys hither and yon), its revolutionary ideas (revisited and revised), its diverse family portraits and reflections, its variety of forms (poetry, fiction, essays, plays, even a recipe) and its delightfully weird mix of pathos, grit, wit and collective intelligence."

I do think readers will enjoy the collaborative piece by Natalie Babbitt, the well-known children's author, and her husband Sam about Natalie's writing of *Tuck Everlasting* during their Kirkland years. Sam, Kirkland's first and only president, also wrote a short, informative essay specifically for *Lost Orchard* to tell readers about the creation of Kirkland.

**Where can people buy it? Will it be sold in the Hamilton bookstore?**

*Lost Orchard* can be purchased from SUNY Press (http://www.sunypress.edu/p-5843-lost-orchard.aspx), from Amazon.com (http://www.amazon.com/Lost-Orchard-Kirkland-Community-Excelsior/dp/1438449984) or from the Hamilton bookstore.


## HAMILTON CELEBRATES JAZZ APPRECIATION MONTH


HOTJAZZ.CO.IL

Junior Mance Trio
Thursday, April 3
9 p.m.
Fillius Events Barn

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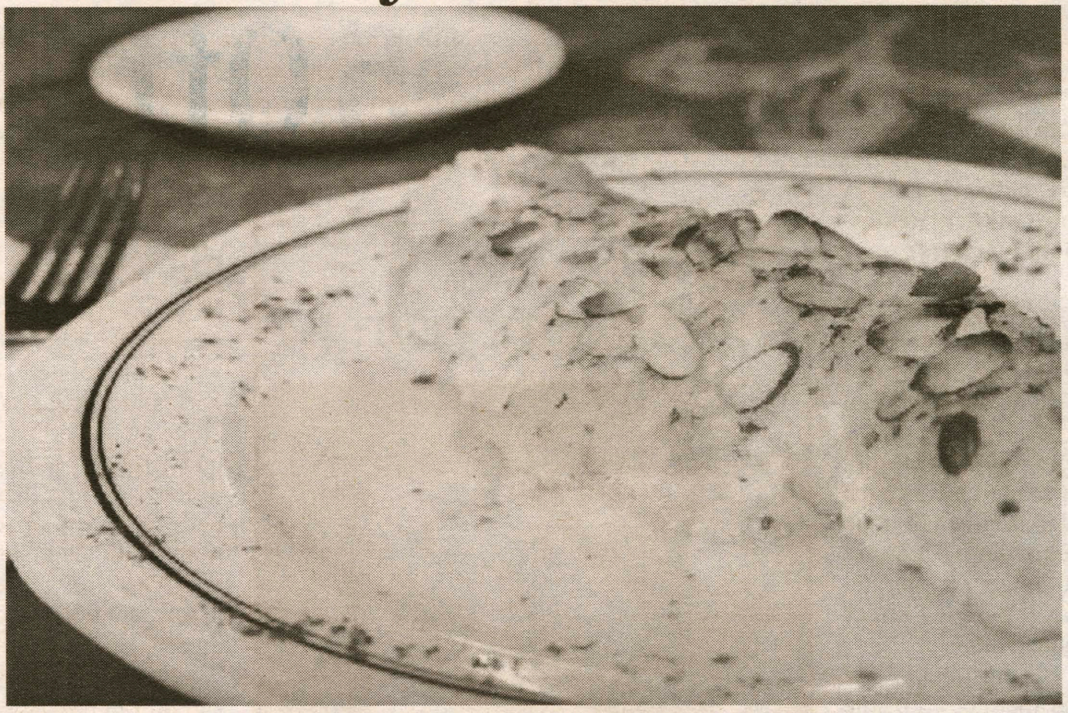
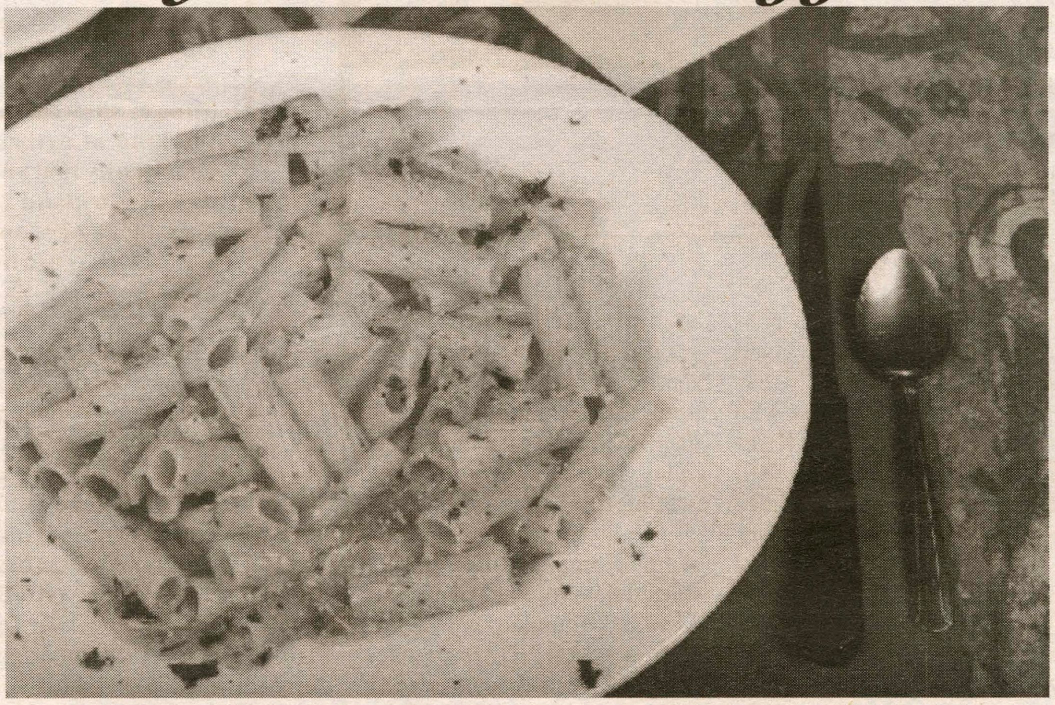
Nnenna Freelon
Saturday, April 5
7:30 p.m.
Wellin Hall

# *Michael T's Restaurant*

## *Famous for our haddock*



## *Try our chicken riggies!*



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## Milton's *Paradise Lost*
## 5th Annual Marathon Reading

Sunday, April 6th
Noon - 10pm • Burke Library

Stop by at any point in the day to listen and to stay as long as you like. To read, call Margie Thickstun, 859-4466 or e-mail mthickst@hamilton.edu

Sponsored by English 226. Light refreshments served.

"Sufficient to help read, but free to listen."

# Florida trip energizes crew teams

by Daphne Assimakopoulos '17
*Sports Writer*

After a harsh winter, the Hamilton College crew teams took advantage of spring break by traveling to the warmth and sunshine of Tampa, Fla., where they competed in the TARS Regatta on Lake Maitland.

"Going to Florida together really allowed us to bond as a team. We got to take advantage of the amazing weather that we won't have here in New York for a while," commented Kelsie Sausville '17. "The upperclassmen on this team have really stepped up and been great leaders and role models."

PHOTO COURTESY OF MIKE DOHERTY
**The men's varsity eight finished in third place.**

All races were 1,950 meters in a 5-8 mile per hour cross headwind. Hamilton came away with four first place finishes: the women's varsity eight, women's junior-varsity eight, women's novice eight, and men's novice eight.

The women's varsity eight beat out Army, Rollins College and Florida State University, coming in 5 seconds ahead of second place with a time of 6:57.2. The women's junior varsity sent two boats into the race and took both first and second place, with times of 7:21.7 and 7:28.3, respectively. Women's novice also took a win with a time of 7:17.1.

The women's varsity eight powered to a win with rowers Leah Sorensen '14, Ally Kontra '15, Maddy Maher '17, Keara Lynn '16, Caroline Walton '15, Jess Pedersen '15, Emma Zanazzi '15 and Karly Moore '15.

The women saw great success in the fall, and with so many established rowers, they can only improve in the spring season. Walton '15, who rows in the four seat, was a 2013 second team All-American, in addition to being named to the NESCAC and ECAC all-conference teams.

The men also put forth a valiant effort and had a strong showing. The men's varsity eight came in third place with a time of 6:30.53. Philip Ewing '15, Kyle Leahy '14, Jack Wildman '15, Landon Morin '16, Grant Meglis '14, Max Geiduschek '14, Jared Lippman '15 and Russ DeGrazia '15 rowed the boat to their admirable finish.

The men's novice eight took the men's best finish, beating out Embry Riddle College by over 20 seconds. Bowin Lee '17 coxswained the boat which held and powered through the waves by Elias Clough '17, George Segee-Wright '17, Oliver Magnusson '17, Michael Burchesky '17, Rich Wenner '17, Will Fierston '16, Mark Colleran '17 and Charlie Feinberg '17.

Although the Continentals' home regatta scheduled for Saturday, April 5 in the Gilman Plate and Cup competition on the Erie Canal has been postponed to April 16th, the teams will travel to Tufts this Sunday, April 6.

# Rosenbaum wraps up career

by Sterling Xie '16
*Sports Editor*

The end of spring break signals the end of the career of one of Hamilton's most decorated athletes, Maggie Rosenbaum '14. From Mar. 20-22, the regular All-American selection and national champion, competed at the NCAA Division III Swimming and Diving Championships in Indianapolis.

PHOTO COURTESY OF MIKE DOHERTY
**Rosenbaum has eight All-American selections.**

Rosenbaum finished second in the 100-yard butterfly, fifth in the 100 back and 21st in the 200 backstroke over the course of three days.

Her time of 54.35 seconds in the 100 fly final broke the school record by one-hundredth of a second. Though she was in fifth place after the first half of the race, her 28.61-second time on the final 50-yard split was second only to Kirsten Nitz '16 of Wheaton College, who won the race with a time of 52.64 seconds.

Rosenbaum was seeded second in the 100 back and posted a time of 55.16 seconds. The race featured each of the event's last three national champions, including Celia Oberholzer '15 of Kenyon College. Oberholzer came into the event as the defending national champion and captured a second consecutive title with a time of 54.33 seconds. In the 200 back, Rosenbaum clocked in at 2:03.60 in her final collegiate race. She had previously finished third, seventh and 10th in the event at the NCAA championships.

Due to her finishes in the 100 fly and 100 back, Rosenbaum earned two more All-American selections.

Rosenbaum finishes her career with eight such selections, including a pair of first-place finishes in the 100 back in both 2011 and 2012.`

Even as the lone Hamilton representative at Indianapolis, Rosenbaum ended up generating 31 points for the Continentals, which put the College in 20th place among the 51 competing schools that scored at least one point.

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# Golf teams primed after training in South Carolina

by Tucker Hamlin '17
*Sports Contributor*

While many of us were off enjoying our two week spring vacation, both the Hamilton men's and women's golf teams were preparing for their spring seasons in South Carolina.

On the men's side, captain and leader Greg Scott '14 looks to make a statement in the NESCAC. Coach Stetson had nothing but praise for Scott and said, "Greg Scott sets great examples for all of us." Coach Stetson continued, "[He] is very responsible and team oriented."

With a team that includes Scott, Chris Bousquet '16 and 2012-2013 NESCAC Rookie of the Year Matt Yung '16, the Hamilton men's team is bolstered with experience and skill from top to bottom. For Scott and other seniors, "This season is going to be the final chance to represent Hamilton, so it's definitely motivation to play well."

In addition, the men's team enjoyed a trip down to Myrtle Beach in S. C., where they played at the Barefoot Resort. Scott stated, "The course tested everyone with fast greens, cold and wind, but there were some good rounds and we had a blast." Scott continued, "Myrtle Beach was a fun team bonding trip and finally had some warm weather towards the end of the trip."

While in S. C., the men's team played against Carleton College and walked away with a 4-1 victory. This win was the first head-to-head match that the golf team had won in the last three years.

Coach Stetson said, "Myrtle Beach was very good practice for what we will experience this spring. We saw cold and rain and played and practiced in strong winds and against good competition. There is more roll to the fairways down there compared to up north, but everything else is highly transferrable."

The Hamilton men's team has three more weekend tournaments to finish up the season, including a NESCAC tournament held in Williamstown, Mass. Scott is trying to make the most of his final weeks playing for Hamilton.

"It's going to be a short spring to the finish. Hopefully we can avoid the weather and put together some good rounds to close out the year," he said.

On the other side, the women look to continue to build off their youth. Only in their second year of play, Hamilton women's golf is one of the newest teams on campus. Led by Captain Liz Morris '16, the women's team continues to grow stronger with talented younger players.

PHOTO COURTESY OF MIKE DOHERTY

**Liz Morris '16 captains the two-year old women's team this spring.**

Coach Stetson praised the women's captain: "I am fortunate to be able to interact with a leader like her." Coach Stetson continued, "Hamilton is also fortunate because people like [Liz] make this a better place to be."

Along with Morris, rising star Katie Veasey '17 is proving to be a strong addition to the team. Veasey came in third during the Myrtle Beach Shootout during the spring break trip. Although she is only a first-year, Veasey is on her way to becoming one of the strongest players in the NESCAC and is a great building block for the future of the team.

Although the women's team did not win their spring trip match, they continue to improve and build chemistry with every practice and match.

As Coach Stetson said, "Our practices were held in colder, windy conditions, which is great for northern spring golf teams. We need a lot of work but who doesn't at this point? We have a great group of people who want to be good and will work hard to improve."

Similar to the men's team, the women's team has a shortened spring with the first northern competition starting up in the spring season in April.

Veasey is excited to begin her first spring competition. She said, "[We] are anticipating a successful spring season. We started off our season with a great training trip to Myrtle Beach where we improved our games by practicing on the range daily and playing each of the four courses at the resort." Praising her teammates, she continued, "With many teammates shooting career bests in Myrtle Beach, we are very excited to see how we will compare to our competition up north."

Although the women's team is new to campus, their skill and hard work will pay off in years to come. Morris said, "The hard work that the women put in during the offseason at the gym and in the putting room is really going to pay off." She continued, "Multiple golfers had career-low rounds during our matches this spring and we are excited to host the first ever home tournament at the end of April at Skenandoa Golf Club."

# Lax no. 15 in preseason poll

*from* ***Lacrosse****, page 16*

Later in the week, the Continentals had a challenging game against Amherst College, one of the best teams in the NESCAC. Goals were exchanged between Amherst and Hamilton, with Emily Brodsky '14, Katie D'Antonio '14, Kathryn Maiorano '14, Margaret Gabriel '16 and Casey File '17 scoring. Alice Grant '14, Annie Pooley '16 and Hannah Withiam '16 all picked up ground balls to earn Hamilton possession.

Kari Koga '17 stopped six of Amherst's shots. Amherst's two free position shots in the second half secured their lead, ending the score at 6-9.

> **"The trip is a great training opportunity and provides us with time to develop our systems of play and mesh."**
> *—Coach Patty Kloidt*

In addition to training and game play, the team had fun off of the field. A karaoke tradition transforms lacrosse players into songstresses on the stage of Universal Studio's boardwalk attraction.

Each class year was encouraged to perform a number and parents followed with their own songs.

"Dinner at Margaritaville at Universal Studios is one of the best parts of the trip. We get to see everyone acting silly with their families," said Margaret Gabriel '16.

In between practices and dinner entertainment, the team got time poolside and around the houses where they stayed. The small community style housing made players feel right at home, cooking and eating family style in their kitchens and dining rooms.

Of the trip, Coach Patty Kloidt said, "Our time in Florida was well spent. It is fun to be together and play some competitive lacrosse in real spring temperatures. The team enjoys Florida as it enhances our team chemistry through the laughter and quality time spent together. The trip is a great training opportunity and provides us with time to develop our systems of play and mesh the team together on the field as well."

"The trip is vital to the season because of the warm weather. As we all know, Clinton is hardly conducive to spring athletes," Gabriel said. "It was a shock to experience breaking a good sweat outside, instead of freezing under many layers."

After a great trip that thawed out the cold, the team is looking forward to a full season of tough competition and good play.

# Pitchers anchor softball team

*from* ***Softball****, page 16*

another step forward in their third NESCAC campaign.

"We are a very strong defensive team," Miller asserted. "That paired with our timely hitting will definitely bring us more wins this year."

Miller adds that the Continentals' abundance of youth should provide ample opportunities for underclassmen to break out. "As far as who plays a major role on the team, well everyone does," she said. "Everyone in the program needs to play a significant role in the team's success if we are to take a step forward this season."

> **"We are a very strong defensive team. That paired with our timely hitting will definitely bring us more wins this year.**
> *—Sam Miller '14*

As a team built upon a run prevention philosophy, the Continentals will try to maintain their defensive prowess. Last year, they ranked second in fielding percentage. In the circle, pitcher Kelly Leonard '15 will play a major role.

Last season, Leonard tied for the most complete games in the NESCAC with 18 and posted a 2.61 earned run average (ERA) en route to a workhorse 147.1-inning campaign. She currently has 14 wins, 32 complete games, five shutouts, 204 strikeouts and a 3.2 ERA in her career. Leonard also holds team records for the most strikeouts and shutouts in a single season.

The team won the first game of their season against Plymouth State by a score of 3-2 during their spring break trip to Florida. Miller drove in the team's lone RBI of the game, with the other two runs coming on Plymouth errors. Since then, Hannah Staab '17 has paced the team at the plate. Staab is leading the team in terms of batting average, at-bats, hits, doubles, RBI's and total bases. The team is currently 3-12 but looks to bounce back against Morrisville State and NESCAC opponent Wesleyan.

Although the softball team has already played 15 games, it still has plenty of time to get back on track, especially with the bulk of its NESCAC schedule still to come. As long as the weather holds up, it is slated to play 23 additional games.

The team's final record against conference opponents will be the most important thing, as it determines placement in the NESCAC playoffs. The champion of these playoffs will earn an automatic bid to the NCAA Division III Championship. The next month will be crucial for the Hamilton softball team, but the Continentals are ready to meet the challenge.

# Two represent Hamilton at track nationals

by Scott Etkin '14
*Sports Contributor*

If the end of indoor track marks the beginning of the outdoor season, then spring running is off to an auspicious start at Hamilton. In the final race of the 2014 indoor season, Joe Jensen '15 and Adrian Walsh '16 represented Hamilton at the NCAA DIII National Championships in Lincoln, Nebraska. Both athletes capped off their outstanding seasons with personal-best performances at the highest level of competition.

> "I set out trying to qualify for the finals, and once I got there in the 400, there was no holding back."
> —*Joe Jensen '15*

Jensen, who was named the DIII Atlantic Region Indoor Men's Track Athlete of the Year prior to the meet, ran 21.89 in the 200m and finished second in the 400m with a time of 48.03. Not only did the effort secure Jensen's All-American status, but it also improved his own school records in both events.

"Going into the season I never would have imagined making it so far," said Jensen. "I set out trying to qualify for the finals and then once I got there in the 400, there was no holding back."

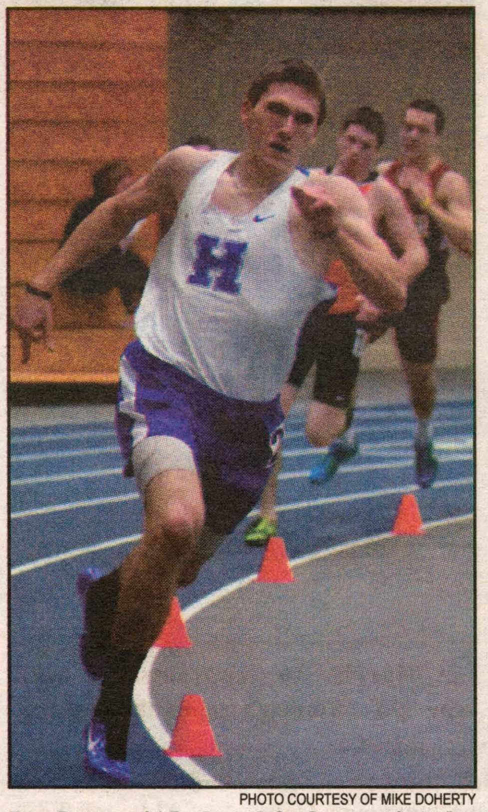

PHOTO COURTESY OF MIKE DOHERTY

**Joe Jensen '15 placed 2nd at nationals.**

Competing in the 5k, Walsh finished in ninth with a time of 17:11. Just missing her goal of 8th place to be named an All-American, the race was still a personal record by almost a full second.

"The environment at indoor Nationals was undoubtedly competitive; running against such a confined group was nerve-racking," said Walsh. "However, it was also fun racing in a single heat and against very fast girls."

Unlike Jensen, who transitions to playing baseball in the spring, Walsh will continue on with her teammates to run outdoor track. In upcoming meets, Walsh will certainly benefit from the continuity of running competitively throughout the year. Seven months ago, Walsh began a dominant fall season that culminated in a 22:16 6k, placing her 57th at the DIII Cross Country Nationals Hanover, Indiana. This spring, Walsh plans to race the 5k as well as the 10k, being that the longer events suiting her aerobic capacity built over the year.

Joining Walsh among the top performers on the women's team will be Sarah Ohanesian '14, who has already accomplished a tremendous year of running. After a 76th place finish at Cross Country Nationals, Ohanesian followed up this feat by lowering her own school record in the mile (5:06) at the indoor ECACs.

Yuwen Michelson '17 and Tina Choinski '15 also look to carry their winter successes to the outdoor season. At ECACs, Michelson's 3rd place finish in the long jump and Choinski's 4th place finish in the 1000m portend more strong performances in the coming months.

"Times typically get faster outdoors with the wider curves and fewer laps," said Coach Ellen Hull. "I'm excited to see what the team can do outdoors. They've been working hard and we've got a good schedule on tap."

On the men's side, a formidable senior class, including Sampson Reider '14 and Jake London '14, not only provides guidance to the underclassmen but is also integral to the team's success in qualifying meets. In the field events, "Will Tifft '14 and Matt Peterfreund '14 lead a talented group of throwers that will score some points down the stretch," said Hull.

The distance group also supplies highlights in sophomores Adam Pfander '16, who was the 2013 NYSCTC most-outstanding runner, and Harry Sullivan l'16. Known for his vast weekly mileage, Pfander is in position to challenge the school 10k record. Sullivan is also one to watch due to his continual improvement across the cross country and indoor seasons, which he concluded by anchoring the DMR at ECACs.

With temperatures soon rising to ideal running conditions, expect strong performances from a deep Hamilton roster primed for breakout performances.

## W. Lax bonds during Florida trip

by Julia Ferguson '16
*Sports Contributor*

Hamilton's women's lacrosse team spent eight days of spring break in Clermont, Florida, training and competing in both NESCAC and non-conference games at the National Training Center.

The team was ranked no. 15 in the country by the 2014 Intercollegiate Women's Lacrosse Coaches Association Preseason Division III Top 20 poll.

The Continentals commenced their spring training with a match-up against the Babson Beavers at the Center and secured a 15-7 win by the end of the game. Nora Klemmer '17, Morgan Fletcher '17, Taylor Ryan '17, and Casey File '17, were among the goal scorers of the game. Kari Koga '17 led the defense and recorded four saves.

*see **Lacrosse**, page 15*

PHOTO COURTESY OF MIKE DOHERTY

**Casey File '17 has established herself as a key contributor.**

## Softball to build from 13-win campaign

by Joe Jensen '15
*Sports Contributor*

Spring sports are well under way, and the Hamilton College softball team has ambitious goals for this season. Coming off of a 13-win season, the team is looking to surmount that total. This year, Olivia Gozdz '16 will lead the Continentals. Last year, Gozdz had an excellent debut season, earning a first team All-NESCAC selection, an All-Region selection and also breaking the Hamilton College record for most hits in a single season. Jenn Rougeux '14, Chelsea Merritt '14 and Sam Miller '14 will also be critical players in the final competitions of their collegiate career.

After the Continentals won their first conference games last year, Miller believes this team has a chance to take

*see **Softball**, page 15*

PHOTO COURTESY OF MIKE DOHERTY

**Outfielder Sarah Moore '16 is batting .400 this season.**